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SPORT AND GAMES IN ONTARIO PRIVATE SCHOOLS: 1830-1930

by



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Sport and Games in Ontario Private Schools: 1830-1930", submitted by Geoffrey G. Watson in partial fulfilment of the requirements for the degree of Master of Arts.

ABSTRACT

The purpose of this study was to depict the founding and development of the major private schools of Ontario within the development of the Ontario public school system. The influence of the British public schools, and their philosophy of Athleticism as expressed by the Christian interpretation of muscular Christianity, was also studied. As Canadian national sports developed, the British games declined in popularity in Canadian communities, but within the private schools the original British public school influence was seen to persist, but was expressed through the newly emerging Canadian sports.

The two hypotheses studied were:

(1) That the British influence exerted upon the sport and games played by the schools diminished due to the development of sports originating in Canada.

(2) That despite the development of Canadian sports, the British attitude toward the value of team games as expressed in the Cult of Athleticism and its Christian interpretation of Muscular Christianity, was the dominant value the private schools placed in games.

The schools studied, Upper Canada College, Trinity College School, Ridley College and St. Andrew's College were observed as having features of the British public schools -- House system, Prefects, Residential structure, school 'first' teams and colors -- together with a firm belief in the importance of team games in moulding school boy character. Although cricket declined in most centres after the first world war, it retained its high status within the sporting programs of the schools,

largely due to a faith in its capacity for nurturing fair-play and sportsmanship.

A major factor in the functioning of sport and games in the schools was found to be the role of particular masters who promoted enthusiasm and directed the efforts of the boys toward the attainment of high standards of performance. The school teams, as was the case in the British public schools, were given the status of utmost importance in the life of the institutions studied.

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CHAPTER I

INTRODUCTION

In the early years the only education available to the children of wealthy or cultured people was offered by private schools. Two of the earliest schools were a Garrison School at Kingston in 1785 and a school at Fredericksburg in 1786 During the first few decades of the nineteenth century private schools became numerous.¹

By 1816 it was believed that some two hundred private schools existed, but by 1820 most of these had disappeared.² A probable reason for this was the introduction of common schools, by the passing of the first Common Schools Act in 1816, which provided the opportunity for interested settlers to have their sons educated within a Common School. But the value of a formal education to the average inhabitant of the Colony was not evident; his prime concern was the survival of both his family and himself, which gave greater importance to learning the laws of nature and attempting to control a harsh, rural environment. Conditions were demanding and the life trying.

The country was largely a wilderness. The people were comparatively poor and their first care was to provide the necessities of life. The sad side to the picture is that there was among the mass of the people so little real interest in education and so little appreciation of its worth.³

¹ C.E. Phillips. The Development of Education in Canada, (Toronto: W.J. Gage and Company, 1957), p. 106.

² F.G. Althouse. The Ontario Teacher 1800-1910, (Toronto: W.J. Gage and Company, 1967), pp. 1-2.

³ J. Harold Putnam. Egerton Ryerson and Education in Upper Canada, (Toronto: Wm. Briggs, 1912), p. 96.

Although the majority of settlers led an essentially rural existence, the wealthier, professional members of the earlier society became a ruling minority, often referred to as the 'Family Compact'. Members of this élite group attempted to maintain the traditional British way of life, which was expressed to a large degree by their support of the Anglican or Established Church, and as a consequence promoted bitter rivalry from the opposing Methodists and other denominations. The control of education by the minority thus became a source of conflict.

It was within this context that Upper Canada College was founded, to take the place of a university until such time as the colony had sufficient need for a tertiary institution.

An event that had an important bearing upon the Grammar School was the establishment of Upper Canada College. By virtue of a large land grant this institution was able to open with a substantial group of buildings and a complete staff of Scholarly Masters. It had a mixed influence on the Grammar School situation. Not only did its comparative wealth and splendour create discontent in all the districts and demands for similar land grants but its curriculum was imposed upon the one-mastered schools, insofar as that was possible... . But the elaborate course of study with its preponderance of classics was a poor pattern for one-mastered country grammar schools to attempt to follow.⁴

As the educational system of Upper Canada developed, it became clear that the administrative genius of Egerton Ryerson was to mould, by 1871, a public school system, the like of which had rarely been evidenced to that time. His extensive European tours and his zeal for the structuring of a free, compulsory education system for Upper Canada, were to

⁴ Walter N. Bell. The Development of the Ontario High School, (Toronto: University of Toronto Press, 1918), p. 150.

mark him as one of Ontario's most influential sons.

It was amid this development that Upper Canada College grew, and Trinity College School was founded (1865). By the late 1880's when a truly Canadian way of life was emerging, Ridley College was founded (1889). Ten years later, St. Andrews College, the last of the 'Little Big Four', came into being.

The sport and games played within the schools emanate, to a large degree, from the public schools of nineteenth century England, and continue traditions of Athleticism, fulfilling the ideals of the muscular Christian, but through the media of truly Canadian national sport. Football and hockey, together with cricket, were the major sports, but gymnastics, tennis and between seasons soccer, were also played. These sports generally paralleled the changes which took place within Canadian sport at large, although cricket continued to be popular following its decline as a national sport after World War One.

Weinberg, in his recent book,⁵ has seen the English Public School as a total institution, a term defined by Erving Goffman as follows:

A total institution may be defined as a place of residence and work where a large number of like-situated individuals cut off from the wider society for an appreciable period of time, together lead an enclosed, formally administered round of life.⁶

Upper Canada College could not be defined in this way until some-time after its founding, because it was originally a major part of the

⁵ Ian Weinberg. The English Public Schools, (New York: Atherton Press, 1967).

⁶ Erving Goffman. Asylums, (Garden City: Anchor Press, 1963), p. XIII.

Upper Canadian society in the city of York, later Toronto. By the time of the founding of Trinity College School, however, both schools were a place of residence and the like-situated individuals were cut-off from the wider society for an appreciable period of time. As the other schools became established they also were total institutions.

In explaining the total institution, Weinberg states:

The internal structure of total institutions does not change at the same rate as that of organizations which are not isolated from the world. But they are sensitive to pressures which may profoundly alter them over time.⁷

The private schools were initially sensitive to the changes occurring in major Canadian sports, particularly football. In some instances also, the schools innovated changes or increased the popularity of certain sports. Examples of this were evidenced by the role of Upper Canada College and Trinity College School in cricket throughout the major part of the nineteenth century, the role of Ridley College in the early formulation of the rules of Canadian football, the role of Upper Canada College, through the work of A.L. Cochrane in camping and lifesaving. But instances of this leadership role are extremely isolated, and by 1930 the schools had withdrawn behind their own interpretation of the form and code of sports played.

The purpose of this study, then, is to describe the founding and development of selected Ontario private schools together with significant features of the sport and games played by them over the period 1830 to

⁷ Weinberg, op. cit., p. ix.

1930.

The founding of the schools within the context of the significant features of the development of education within Ontario will be described. Then, the British Public School influence found to exist within the schools, due largely to the role of the school headmasters who received their education in England, will be considered. The cult of athleticism and the philosophy of muscular Christianity, expressed through the media of emerging Canadian sports comprises the major part of this influence. The founding of each school, its development, significant features of the sport and games played, and the role of particular masters in these activities will be described, dealing with each school in turn as it emerged over time. Finally, the Little Big Four championships conducted in cricket and football will be described together with the significant features of the development of these sports within Ontario.

The problem to be studied involving the sport and games of the four major Ontario private schools has two hypotheses:

(1) It is hypothesised that the British influence exerted upon the sport and games played by the schools diminished due to the development of sports originating in Canada.

(2) It is hypothesised that despite the development of Canadian sports, the British attitude toward the value of team games as expressed in the cult of Athleticism and its Christian interpretation of Muscular Christianity, was the dominant value the private schools placed in games.

In the discussion of sport and games of the schools an attempt has been made throughout to reveal those features considered significant within the life of the school. No attempt has been made to give these

features a chronologically detailed year by year treatment, but rather, the attempt has been made to interpret them as important features of the particular period in which they occurred.

Basic to the research for this study has been the extensive use of school histories⁸ and school prospectuses,⁹ together with some reference to correspondence with Old Boys.¹⁰

The school histories were based on school magazines and other first-hand reports of the activities of the schools. On many occasions the actual primary sources were carefully recorded by the authors, thus offering a direct source of primary reference, as for example may be found in newspaper articles describing sporting activities within the community at large.

The school prospectuses contain valuable material relating to the founding and underlying aims of the schools. The correspondence with Old Boys is also a further source of primary material which, although limited in quantity in this study, is a means of establishing evidence

⁸ George Dixon and G. Mercer Adam. A History of Upper Canada College, 1829-1892, (Toronto: Rowsell and Hutchison, 1893).

A.H. Humble. The School on the Hill -- Trinity College School 1865-1965, (Port Hope: Published by Trinity College School, 1965).

Kim Beattie. Ridley -- The Story of a School, (St. Catharines: Published by Ridley College, 1963).

⁹ School Prospectuses for St. Andrew's College.

¹⁰ A total of 120 questionnaires were distributed to the four colleges with a return of approximately twenty per cent. All the school headmasters were contacted by mail at least three times and some valuable source material was obtained. The study proved to be of interest to them largely because the histories of all schools were to be included in the one volume.

for the time during which games were played and the motives associated with them.

The researching of the Upper Canada Gazette to 1844 and the Toronto Globe after that date, provided a source of valuable primary material, particularly relating to the development of football and cricket in the Little Big Four championship. Other newspapers, journal articles and documents of a primary nature have been implemented in this study.

The researching of general Canadian social histories, the histories of varying aspects of the development of Canadian education, related journal articles, and the use of masters' and doctoral theses and other unpublished papers, comprise the main body of the secondary source material.

It is through the research of the materials described above that information related to the private schools has been collected within the one volume, a distinct objective of the present study.

To clarify the use of certain terms these will be defined to explain their intended meaning within the context of the study.

The major features of the schools are the use of the house system as basic to their residential nature (St. Andrew's College uses a Clan system); the role of prefects as representatives of the headmaster and staff; the eminent status given the Head Boy of the school; facilities which provide the means for a full sporting program; and finally the underlying philosophy upon which the schools were founded adhering to Christian principle as exemplified by daily chapel services.

Private School: The American definition of a private school is:

An elementary or secondary school supported chiefly by non-public funds, controlled by a non-public body, and usually having a board of trustees.¹¹

The term 'independent school' is more accurate as it implies a non-profit institution, which the schools under study were. 'Private school' refers essentially to a profit-making institution. As the term 'independent' was not used until after the period, the term 'private' will be used throughout.

Public School: In defining a Public School, McIntosh¹² has made reference to the definition expressed by Sydney Smith in the Edinburgh Review of 1810:

By Public School we mean an endowed place of education of old standing to which the sons of gentlemen resort in considerable numbers and where they continue to reside from eight or nine to eighteen years of age.¹³

Athleticism: The cult of Athleticism was first publicly expressed in Thomas Hughes' Tom Brown's School Days, published in 1857.¹⁴ Existing first within the established public schools from the early 1830's, it referred to the use of organised games as a means of educating for moral and character development; games were used as an educational instrument.

Muscular Christianity: Muscular Christianity was first publicly expressed

¹¹ Encyclopaedia of Educational Research, 1966, p. 633.

¹² Peter C. McIntosh. Physical Education in England Since 1800, (London: G. Bell and Sons Ltd., revised edition, 1968).

¹³ Ibid., p. 16.

¹⁴ Ibid., p. 42.

in Charles Kingsley's Westward Ho, published in 1855.¹⁵ It was a philosophy expressed primarily by men of the church who were teaching in the public schools, who believed that vigorous physical activity, particularly in rugby and cricket could impart principles of Christian behaviour to boys and young men.

By 1930, the private schools under study had become well-established educational institutions within Ontario. Perhaps their most pronounced features were their independence from the public school system, their organisational structure based upon the British public schools, their administration based upon the control of a Board of Governors, and a belief in the value of sport and games in the development of a boy's character. At the close of the period under study, the following words were to become increasingly important in explaining one unique feature of the schools:

One interesting survival at many of the independent boys' schools of Canada is cricket, the presence of which in spring and summer marks these schools off from the public (i.e. provincial government) schools. ... In an age blighted by the cult of the sports hero and the disease of spectatoritis it is important that boys should be encouraged to play the game for the game's sake.¹⁶

¹⁵ Ibid., p. 44.

¹⁶ Trevor J. Wigney. "The Independent Boys' Schools in Canada", (Toronto: Institute of Higher Learning, University of Toronto, 1966).

CHAPTER II

THE PRIVATE SCHOOL WITHIN THE DEVELOPMENT OF CANADIAN EDUCATION

The life of the early settler in Upper Canada was one of arduous toil in an essentially rural existence.

It must be remembered, however, that the comparatively primitive conditions which existed, while they gave little time for the conventional training of the school, also made little demand for it. To be able to handle the axe, and the plow was a more necessary accomplishment than to read, write and cipher.¹

The only form of education really necessary to the majority, was one which would enable them to better understand the laws of nature and the means by which survival in a harsh environment could be best attained. Many had travelled from the eastern regions of America, out of loyalty for the British Empire, and many, of course, had migrated directly from Great Britain and European countries. But, regardless of origin, formal learning was not an important value.

It was apparent that a certain attainment in the three-R's was a potent weapon in the struggle for success, but success in Upper Canada at that date was interpreted in terms of physical strength, determination and natural shrewdness. The Upper Canadians were not lazy; they were ambitious. But the most coveted prizes of success lay in the realm of the practical.²

As the close of the eighteenth century approached, the relatively few schools which did exist were those established by educated men

¹ Herbert T.J. Coleman. Public Education in Upper Canada, (New York: Brandon Printing Company, 1907), p. 68.

² F.G. Althouse. The Ontario Teacher 1800-1910, (Toronto: W.J. Gage Limited, 1967), p. 5.

wishing to impart knowledge as best they could in the sparsely populated colony. Examples of these schools were to be found at Kingston, a garrison school, and at Fredericksburg, both opened in the mid-1880's. Perhaps the most famous of these was a school sponsored by Richard Cartwright, who employed John Strachan, then a newly-arrived young Scot, who later became one of the colony's leading educators. But, as could be anticipated, these schools were based primarily on the British tradition, with which most teachers were familiar.

The earlier Private Schools and the Grammar Schools had been conducted by men of sound scholarship, imbued with a missionary zeal for education. Many of Canada's greatest sons have owed their inspiration and training to masters like Dr. Strachan and Dr. Baldwin Theirs was the tradition of the English public school. They would and did, labour much, endure much, sacrifice much to create in Canada a ruling class to represent worthily the gentle families of Britain. But democracy was an idea they little understood, in politics or in education.³

Amid the growing rivalry between the wealthy minority and the masses, the first twenty years of the nineteenth century saw the initial attempts to establish a system of education for the people. In 1807, the District Schools Act was passed, which provided eight Grammar schools for each of the districts into which Upper Canada was then divided. It was not until 1816 when the Common School Act was passed, that attempts to provide elementary education for the masses were finally realized. This act enabled the inhabitants of any community which so desired the right to erect school houses, and the further right to elect three trustees when the number of children exceeded twenty.

During the course of these developments, other schools were in

³ Althouse, op. cit., p. 3.

existence, catering in particular to the needs of the wealthy, and for those unable to travel the long distances to the few district grammar schools after 1807.

Within ten years of the date of the Act establishing Grammar Schools over two hundred Private Schools were started. The efficiency of these varied widely. Not a few of them essayed to enter the secondary field. But a significant feature of the situation is that scores of the private-venture schools catered to those pioneers who could not send their sons to the Grammar Schools because of the expense involved or because of the social exclusiveness of the schools. ... By 1820 Common Schools had appeared in every settlement of any considerable size, and the earlier Private Schools of elementary grade had practically disappeared.⁴

By 1820, perhaps the most distinctive feature of Canadian education was evident. This was the existence of a ruling 'oligarchy' which aimed to maintain control by limiting the opportunities available to the majority of the settlement's inhabitants. Known as the Family Compact this group comprised a wealthy élite, zealously supporting the Anglican Church and furthering their own interests, by establishing British upper class traditions.

Above all they sought to retain an "existing order"⁵ which emphasised a classical curriculum, and particular support for the secondary schools at which their own sons were receiving an education. These schools, of course, were sources of major discontent and were most unpopular because they could serve so few people.

⁴ Ibid., pp. 1-2.

⁵ C.E. Phillips. The Development of Education in Canada, (Toronto: W.J. Gage and Company Limited, 1957), p. 104).

They were accessible only to those who lived within the town in which they were located and to those who could afford to send their sons away from home to board with the Master.⁶

The private schools were consequently forced out of existence because the elementary schools which did exist could cater for the masses in outlying regions, and in the populated areas; the secondary schools were predominantly the grammar schools established by the élite administrators, through their access to public funds. Hence the reasons for the decline in the number of private schools by the early 1820's.

The allocation of £6,000 for the establishment of common schools in 1816 had, by 1820, been reduced to £2,500. This was considered to be an expression of the minority, the ruling oligarchy, directed at the majority, over which they were attempting to place a dominant hand.

But the chief reason, surely, for reducing the appropriation to schools of the people was associated with a plan to provide a different type of school for children of the people - a school calculated to fulfil more efficiently the aims of the minority regarded as appropriate for the education of the children of the majority.⁷

The full expression of the Family Compact was then achieved by the formation of the Central Board of Education in 1823.⁸ Presided over by John Strachan, the influence it exerted upon the educational opportunities available, and the groups to which such opportunities were to be of most advantage, became quite evident. In conjunction with this

⁶ Ibid., p. 108.

⁷ Ibid., p. 113.

⁸ Ibid.

administrative order, the public legislature, too, was subject to an oligarchic control. Bitter debate between the Legislative Council and the Legislative Assembly over the organization of education resulted. Numerous committees to investigate the situation, such as the select committee conducted by John Buell, investigating the need for a permanent institution of higher learning, produced reports, few of which had any real influence in the favour of the majority.

The existing conditions underlying this political strain, were described by many in terms which could be predicted by the pioneering conditions and the lack of concern of the ruling élite for the educational needs of the masses.

The pioneer conditions that affected the buildings and teaching personnel affected also the pupils. Attendance was very irregular. Bad roads, remoteness from schools, inclement weather, insufficient clothing, above all, the demands of the farm, were the chief causes. Even in winter the farm made its demands, and the older boy was often detained from school to chop and clear, and to draw logs to mill or wheat to market. With the opening up of the maple bush in early spring he was withdrawn finally for the year.⁹

Clearly, the need of the settler was to understand his natural environment, a need far greater than any formal education. It was to be a lengthy period before the primitive conditions surrounding the life of the pioneer improved and subsequently enabled him to feel the necessity of an education for the benefit of his children. Even by 1839 when the investigation of Lord Durham was conducted, conditions in many places had not much improved. As the report clearly indicated:

⁹ Adam Shortt and Arthur G. Doherty. Canada and its Provinces, (Toronto: T.A. Constable, 1914), vol. XVIII, p. 294.

A very considerable portion of the province has neither roads, Post Offices, Mills, Schools nor Churches. The people may raise enough for their own subsistence and may even have a rude and comfortless plenty, but they can seldom acquire wealth; nor can even wealthy land owners prevent their children from growing up ignorant and boorish, and from occupying a far lower mental moral and social position than they themselves fill. ... Even in the most thickly peopled districts there are but few schools, and those of a very inferior character: while the more remote settlements are almost entirely without any.¹⁰

The condition of the schools had not improved over the first thirty years of their existence. "They had remained as they were first established in 1807 though the population had increased six fold and its wealth more than twenty fold."¹¹ It became evident that the interests of a minority group were the limiting factor in the ultimate development of education in Upper Canada. Some means of impartial control to administer over the needs of all was necessary:

But the Grammar Schools, it has been shown, were popularly regarded as being linked up with the oligarchy and the church that monopolized the clergy reserves. There was not much hope for education until responsible government was gained.¹²

With the Union of Upper and Lower Canada, in 1841, a Common School Act was then passed which made the first attempt to centralize education, based on a responsible means of legislative control. This "inaugurated

¹⁰ J. Harold Putnam. Egerton Ryerson and Education in Upper Canada, (Toronto: Wm. Briggs, 1912), p. 96.

¹¹ Walter N. Bell. The Development of the Ontario High School, (Toronto: University of Toronto Press, 1918), p. 29.

¹² Ibid., p. 30.

a new order of things in regard to common schools."¹³ Briefly, this act made financial provision for Common Schools, increased efforts to organize the schools within the Colony, provided for the examination of teachers, allowance for the distribution of monies to towns and cities and, perhaps the most important feature, it legislated the appointment of a superintendent of education.

Marking the development of education in Upper Canada, towards the end of the 1830's, was bitter rivalry between the Family Compact and the assembly of common interest which attempted to provide an education for all. Furthermore, the harsh pioneering conditions were not conducive to the establishment of a need for common or grammar schools. By 1830, however, one educational objective had been achieved with the establishment of Upper Canada College, an institution designed to meet the needs of youth, who required some form of higher education.

The Rev. John Strachan had attempted to bring about the establishment of a university, to be named King's College. As the number for which such an institution would cater was not great, it was felt that the erection of some form of college, substituting temporarily, until such time as the young settlement possessed a large enough body of students to warrant the expense of a tertiary institution, would be more feasible. This alternative college was Upper Canada College, opened on the 8th January, 1830.

Instrumental in the initial decision to erect the Superior Grammar School was Sir John Colborne, Lieutenant Governor of Upper Canada. The

¹³ Coleman, op. cit., p. 66.

Lieutenant Governor arrived at the Colony from a previous posting at Guernsey, where he had successfully brought about the restoration of a college which had fallen into a state of disrepair.¹⁴ This background was a vital source of experience which enabled him to foresee the educational needs of Upper Canada, and the means by which these could best be satisfied.

After arranging for staff, buildings, and support from the administrative heads involved in the provision of educational facilities, the college was opened with due ceremony some eight months following the final decision to proceed with Sir John's intention. It was not long, however, before popular opinion was vehemently expressed in opposition to the newly established institution. As William Lyon MacKenzie viewed the college:

Splendid incomes are given to the masters of the new college, culled at Oxford by the vice chancellor, and dwellings furnished to the professors (we may say) by the sweat of the brow of the Canadian labourer. All their advantages and others not now necessary to be mentioned, are insufficient to gratify the rapacious appetite of the established Church managers, who, in order to accumulate wealth and live in opulence, charge the children of His Majesty's Subjects ten times as high fees as are required by the less amply endowed seminary at Quebec. They have another reason for so doing. The college (already a monopoly) becomes almost an exclusive school for the families of the Government Officers and the few who, through their means have, in York, already attained a pecuniary independence out of the public treasury. The college never was intended for the people, nor did the executive endow it thus amply that all classes might apply to the fountain of knowledge.¹⁵

Sir John Colborne had written to the vice chancellor of Oxford

¹⁴ George Dickson and G. Mercer Adam. A History of Upper Canada College, 1829-1892, (Toronto: Rowsell and Hutchison, 1893), p. 16.

¹⁵ Putnam, op. cit., pp. 68-69.

University in the hope that he might be able to furnish the new college with Headmaster and staff, who were to be accommodated in newly erected school-houses. MacKenzie was violently opposed to the Family Compact and the minority rule existing which benefited, as he expressed it, at the expense of opportunity for the broad cross section of the masses.

But such opinion, although widely supported, was not held by all. The Rev. Thomas Radcliffe, an active clergyman of that time, felt quite differently.

Future generations will bless the memory of Sir John Colborne who, to the many advantages derived from the equity and wisdom of his government, has added that of a magnificent foundation (in U.C.C.) for the purposes of literary instruction. The lowest salary of any of the professors of this institution is £300 per annum with the accommodation of a nobly built house and privilege of taking boarders at £50 per annum.¹⁶

Obviously, to those in support of the administration, the college was a fine achievement of colonial enterprise. But it was soon evident that the new school was to be associated with the aims of the Established Church and regarded as a source of benefit, only to the wealthy elite. The college, too, was perhaps the most obvious indication of the aims of the élite to educate future leaders which, of course, would bring little hope of change to fulfil the urgent needs of the masses. As a committee investigating the state of education in the province by 1832 claimed "... less is granted by provincial legislature for educating the youth of 300,000 people than is required to defray the contingent expenses of one session of parliament."¹⁷

¹⁶ Ibid., p. 68.

¹⁷ Bell, op. cit., p. 25.

Not long after the college had been in existence urgent claims were made with regard to its classical curriculum. The people able to afford the high costs were demanding a more commercially-orientated program which could train their sons to take up positions in the business and industrial world. It appeared, however, that the main grievance directed against the college was its denominational nature which was opposed by a major proportion of the population. As Egerton Ryerson commented in 1831, the grievance was not the British origin of the Masters, but that the college "was established and placed under the control of one church without even consulting the colonial legislature."¹⁸

Even more basic than the denominational issue, however, was the vast discrepancy between the standard of the college and that of the District Grammar Schools located in the outlying areas from the township of York.

The founding and liberal equipment of Upper Canada College had one effect that might easily have been foretold. Petitions came from almost every Grammar School district praying for endowed and well-equipped schools similar to Upper Canada College. The petitions resented the concentration at York of two important institutions, Upper Canada College and King's College, deriving support from an endowment originally set aside to give educational facilities to the whole of Upper Canada.¹⁹

The Crown lands endowed to the college eventually became a source of enduring controversy, as it was considered that the college had removed a portion of the endowment to the University of Toronto. So

¹⁸ Coleman, op. cit., p. 86.

¹⁹ Putnam, op. cit., p. 67.

serious was this claim that the college was, in later years, forced to take up premises elsewhere.²⁰ As time passed, the administration of the college was transferred from its original Board of Directors and Trustees to the jurisdiction of the council of King's College in 1837; the Endowment Board of its own administrators in 1850; the management of the senate of the university in 1853;²¹ and finally, its own Board of Governors on December 14th, 1900 at a ceremony relinquishing official senate control.²²

By the end of the nineteenth century, the College had emerged from a beginning characterized by violent denominational conflict to an institution of reputable quality within the province. This was not always the case, however, as it did pass through periods of contempt and disrepute. As the first Auditor General, John Langton, stated in 1855:

Upper Canada College has been a great source of trouble. It is a school endowed with about £6,000 a year of public money, and it is without exception the worst school I ever saw or heard of ...

With all its endowments it is getting deeper into debt but it stands on ground worth £50,000 at least, far too confined for its accommodation with proper play grounds etc. and on a main thoroughfare where you cannot keep the boys out of mischief.²³

In 1896, six years before the College was established at Deer Park on spacious grounds, with new buildings which soon became a landmark

²⁰ Dickson and Adam, op. cit., pp. 44-49.

²¹ Ibid., pp. 87-88.

²² The Globe, Toronto, Saturday, December 15th, 1900, p. 24.

²³ John Langton. "The University of Toronto - 1856", Canadian Historical Review, Vol. V, 1925, pp. 139-40.

within the city of Toronto, more favourable reports appeared. The Hon. George W. Ross, Education Minister from 1883 to 1899, stated:

Its special advantages are not, however, its course of study, although these are equal to the best high school in the province, but in the discipline and training incidental to residential schools, the freedom from distraction which residence of five or six years affords, the physical culture of the gymnasium and the play ground, and the development of self-reliance and manliness arising from well-organized games and sports. These advantages, together with the broad and thorough literary training of the college have made it a very important element in the educational equipment of the province for about sixty years.²⁴

It is accurate to state that Upper Canada College did serve as a model upon which the developing collegiate institutes, to some extent, were planned.

But it was to be some forty years following the founding of the minor college before the public educational institutions of Upper Canada were to achieve a status of high standing in the province.

Development After 1840

During the development of the educational system in Ontario, which could be considered complete with the School Act of 1871, setting down, for the first time, compulsory attendance (for at least four months of the year), the small town of Weston witnessed the founding of Trinity College School, on May 1st, 1865. After three years the school was moved to Port Hope, re-opening on September 12, 1868. It was not to

²⁴ George W. Ross. The School System of Ontario, (New York: D. Appleton and Company, 1896), p. 19.

be very long before the new school was to become established as one of Canada's notable private institutions. The founder of the first school, the Rev. W.A. Johnson, felt the need to educate his own sons:

In 1862 he became thoroughly dissatisfied with the low standard of Public Education and decided to undertake the education of his three sons himself by opening a small school in the village. In 1864 enrolment was increased by the arrival of two boarders who were lodged at the Parsonage. The following year with the founding of Trinity College School, quarters for the boys at the Parsonage were enlarged. Soon the growth of the school overflowed these limited quarters and a brick building in the village was rented, to become known as the 'school house.'²⁵

The years between the founding of the two colleges were given significance by the efforts of many to bring the colony to a status of nationhood. Relations between the United States and Great Britain were not peaceful, thus attracting the close attention of Canadian leaders. The year 1846 saw the setting of the southern boundary at the forty-ninth parallel, and the population which such a line bounded was by this time approaching the half million mark in Western Canada. By 1860, a population of one million had been reached for this region, which was rapidly becoming distinctly separate from its eastern neighbour. "There was practically a dual administration symbolized by the joint premiership of leaders of the two racial groups."²⁶ By 1867, nationhood was achieved by the passing of the British North America Act.

²⁵ A.H. Humble. The School on the Hill - Trinity College School 1865-1965, (Port Hope: Published by Trinity College School, 1965), p. 5.

²⁶ Edgar McInnis. Canada - A Political and Social History, (Toronto: Rinehart and Company Limited, 1947), p. 278.

On July 1st, 1867, a proclamation brought the Act into force for the four provinces of Nova Scotia, New Brunswick, Ontario and Quebec, and the Dominion of Canada entered on the first stage of its existence. ...

The combining of the British parliamentary system with American federal principles was a symbolic Canadian achievement - all the more so when both elements were freely adapted to Canada's own particular needs.²⁷

With the passing of the British North America Act, education became a provincial matter, which subsequently affected the development of systems in each region. By 1867, the newly entitled Province of Ontario had been guided in its educational needs by a man of distinct personal quality and an advocate of public education for all the children of the province. Not in favour of private education, Egerton Ryerson had views of his own religious principles which he supported throughout his life. Education, he believed, was to be strongly centralized under public control, accessible to all, preparing students for duties in life as Christians, businessmen and as members of a civil community. When giving a report on public instruction, in 1846, he stated:

A basis of educational structure adapted to this end should be as broad as the population of the country; and its loftiest elevation should equal the highest demands of the learned professions; adapting its gradation of schools to the wants of the several classes of the community, and to their respective employments or professions, the one rising above the other - the one conducting to the other; yet each complete in itself for the degree of education it imparts; a character of uniformity, as to fundamental principles pervading the whole: the whole based upon the principles of Christianity,

²⁷ Ibid., p. 299.

and uniting the combined influence and support of the government and the people.²⁸

From 1844 until 1876, Ryerson was superintendent of Education. His main goal was to secure elementary education for all, which would be free, compulsory, and based upon the finest systems of education existing throughout the world. His visits to European countries, the United States, England and Ireland were numerous. At a Colonial exhibition in South Kensington, London, conducted in May, 1885, the education of the province was exhibited using textbooks and display charts. In a description of the educational system of the province, largely established by the efforts of Ryerson, the following summarized the influences considered most predominant.

Thus the province is, in a great degree, indebted to New York for the machinery of its schools; to Massachusetts for the principle of local taxation upon which the schools are supported; to Ireland (originally) for the series of textbooks; and to Germany for the system of normal school training. All are, however, so modified and blended together to suit the wants and circumstances of the country that they are no longer foreign, but are incorporated as part and parcel of the Ontario system of public instruction.²⁹

In order to achieve such a blend of influences, Ryerson had travelled far. But in the development of the educational system, features occurred which slowly moulded it, to the point of Legislative control by 1876, when an education minister was first given responsibility for the education of the province.

²⁸ J. Marquis. Builders of Canada from Cartier to Laurier, (Toronto: The John C. Winston Company, 1903), p. 278.

²⁹ John Russell. The Schools of Greater Britain, (London: William Collins and Company, 1886), p. 11.

At the commencement of Ryerson's term of office, he submitted a report, in 1846, based on observations of some twenty systems of education. This report was quite basic to the Common School Act of the same year, which proved fundamental to future developments within the public school system.

The year 1846 will ever be memorable in the annals of school legislation in Upper Canada because it established the main principles upon which all subsequent school legislation was founded.³⁰

It was from this act that a General Board of Education, together with District School Superintendents, emanated. The superintendents became instrumental, to a large extent, in attending to the needs of each municipality -- apportioning funds to the teachers, visiting the schools on a regular basis, advising the school trustees, and playing some part in the certification of teachers.

But, even by 1850, it was considered that "not more than half the children of Toronto were being educated",³¹ and the results of a committee conducted in 1851 to investigate the situation estimated that "3,403 children were roaming the streets ... and growing up without any educational advantages of any kind."³² The question of free education had become a most vexing one by this time, as numerous church schools did exist, which were beyond the scope of the public system as it then existed, and consequently attracted some students from the central system. If education were free, some control over the education of a majority

³⁰ Putnam, op. cit., p. 123.

³¹ Ibid., p. 147.

³² Ibid., p. 161.

of children could be exercised.

The denominational school discussion had become a major concern by the late 1830's, and as a result of the 1841 Common School Act, when the Office of Superintendent was set up together with the first centralized system, provision was made for separate schools, and other denominations to establish their own schools if they so desired. The Act stated:

Provided always, and be it enacted, that whenever any number of the inhabitants of any township or parish professing a religious faith different from that of the majority of the inhabitants of such township or parish, shall dissent from the regulations, arrangements, or proceedings of the Common School Commissions, with reference to any Common School in such township or parish, it shall be lawful for the inhabitants so dissenting, collectively to signify such dissent in writing to the clerk of the district council, with the name or the names of one or more persons elected by them as their trustee or trustees, for the purposes of this act.³³

This Act enabled Roman Catholic educators to establish their own schools, together with the other denominations who desired to educate beyond the domain of the public system. At the time of the enactment, little awareness existed of the problems which would arise following Confederation when education became a provincial matter, and decisions regarding the requests of minority groups would lead to issues of a controversial nature.

As the system approached maturity, however, numerous parliamentary acts were passed, and the number of schools grew quite rapidly. By 1858 there were seventy-five schools in the province, then over the next

³³ Bell, op. cit., p. 142.

few years this number increased to eighty-eight, by 1860, and by 1863 some ninety-five schools were functioning. This, of course, placed a great strain upon the need for teachers, and a major difficulty of maintaining uniformity in standards. As inspector George Paxton Young stated:

There could not be a bigger mistake. Men ought to be wise enough by this time to understand that all public institutions, especially if forming part of a great plan, must, where unnecessary, be positively bad. Needless and contemptible Grammar Schools are a blot upon the whole school system. ...³⁴

By 1870, then, although great problems had emerged throughout the shaping of the public school system, some schools were considered to be reaching a level of the highest academic standing. One of these was the collegiate institute at Galt, where 160 boys were being instructed by four masters, three assistants and special masters for gymnastics with drill and fencing.

About 120 of the attendance were sons of the wealthy, educated classes, not from Ontario merely but also from Quebec and the Southern Seas. Altogether different rules and regulations were required for this school than for the average High School. The needs were the same as those of Upper Canada College, Helmutt College and Bishop's College Lennoxville.³⁵

The School Improvement Act of 1871 in general has been considered the final step in the ultimate emergence of a public school system in Ontario. The three major provisions of the act involved common schools, collegiate institutes and school attendance. The common schools were to

³⁴ Putnam, op. cit., p. 213.

³⁵ Bell, op. cit., p. 150.

be named Public Schools, which would be free by law, abolishing all rate bills and school fees. The grammar schools and collegiate institutes were to be "high schools with a larger staff of teachers, and with better facilities as to accommodation and equipment for the highest kind of secondary education."³⁶ By 1882, to rank as a collegiate institute, the high schools were required to have "suitable buildings, out-buildings, grounds, and appliances for physical training."³⁷

Finally, parents were to send their children, between the ages of seven to twelve, to school for at least four months of the year. This brought to a close the struggle Egerton Ryerson had faced for thirty years, during which he moulded one of the most outstanding public school systems known at the time. Much has been written of the work of the methodist, chief superintendent of public education, who above all fought for free education for all, hence disfavoured the private school, amid all its potential worth to a patron of the higher strata of society. In retrospect, great credit has been bestowed upon the man.

No doubt the people of Upper Canada would without Ryerson, have worked out a good school system, because a school system must in the end reflect the average intelligence and the fixed ideals of a people. But in Ryerson, Upper Canada had a man who, by his dogged determination and his hold upon the affections of the people, was able to secure legislation somewhat in advance of a fixed public opinion. To a considerable extent he created the public sentiment which made his work possible. He knew what the people needed and persuaded them to accept it. This we conceive to be the work of a statesman.³⁸

³⁶ Ross, op. cit., p. 143.

³⁷ Ibid., p. 146.

³⁸ Putnam, op. cit., p. 264.

The achievements of one man, in fighting for an ideal, are in this case unquestionably of the highest order. Yet the system he created was not free from problems which were to last well into the twentieth century. It is the opinion of some that the system developed too rapidly to acquire any real depth of academic training and uniform standard. As one critic has stated ... "it has arrived at completeness rather through the extent of ground covered than through the thoroughness of cultivation achieved."³⁹ The reasons given tend to imply the major difficulty, of a lack of time during which the society, in totality, could mature to be able to benefit from such administrative achievements; ... "uncultured homes have helped to impede the public schools, inadequate primary education has reacted on the high schools, and those again on the universities."⁴⁰

Such conditions within the educational system played no small part in the ultimate establishment of private schools during the period from the 1880's to the 1920's.

In the course of a study conducted into private schools, Wigney stated:

Independent schools [Canada], by and large, were in the nature of a late reaction against existing systems... . On the other hand the opposite case applies in Australia where the Independent schools pre-dated the high schools, were usually connected with a church, and have retained that connection and are flourishing today in large numbers.⁴¹

³⁹ Shortt and Doherty, op. cit., p. 401.

⁴⁰ Ibid.

⁴¹ Trevor J. Wigney. The Independent Boys' Schools of Canada, (Institute of Higher Learning, University of Toronto, 1966), p. 28.

Private schools did, of course, exist prior to the establishment of District Grammar Schools in Canada, but even those affiliated with christian denominations did not withstand the opposition to the control of public institutions by the upper class advocates of the established church, expressed by the majority of the early inhabitants of Upper Canada. It was largely due to denominational conflict that a system of public education emerged in the early 1840's.

By the 1880's, then, Upper Canada College had served as a model to the collegiate institutes in particular, and Trinity College School was emerging as an institution of high repute, catering for the needs of a predominantly wealthy patron. But one essential reason for the establishment of private schools, by this time, was to provide particular denominations with the opportunity to exercise some control over the preparatory education of students who would be entering the Tertiary Colleges.

In September, 1889, Bishop Ridley College was opened, having been founded by the Anglican Church, to provide a sound preparatory education for those sons who would be intending to seek admittance to Wycliffe College, at the University of Toronto. Dr. James Sheraton, principal of Wycliffe College, had called a meeting to discuss the prospect of establishing a preparatory school for boys above the age of five. Following subsequent discussion, the decision was made to purchase a sanatorium in the town of St. Catharines, south of Toronto.

The decision to buy Springbank and to found Bishop Ridley College beside The Twelve, a St. Catharines Creek, was never regretted. The founder's principle stipulation about a site had been that the college should not be in one of the growing industrial cities,

but amid the peace and more tranquil life of one of Ontario's small cities or larger towns...

Ridley College has also never regretted the decision to concentrate on a boarding school for boys, and the attributes of school character which that entailed. It was one of the wisest of the founder's decisions, one which would be meticulously honoured. Day-boys would be held to a minimum.⁴²

The first Headmaster, the Rev. J.O. Miller, was responsible for establishing the chosen site, and opening the school by September 16th, 1889. Not very many years after this, the school had become firmly established, with a particular emphasis being placed by the headmaster on the role of sport and games within the school.⁴³

Just ten years after Ridley College was established, St. Andrew's College was opened in 1899 at Chestnut Park, Toronto. By 1926, the school was moved to an extensive location in Aurora. The initiative for the establishment of St. Andrew's came from the Presbyterian church, which felt a similar need to the Ridley College founders.

By 1930, the previous one hundred years had witnessed the growth of the four private schools which had all experienced at least a World War and the onset of a World depression, by the close of the period. Upper Canada College had emerged amid a colourful period of educational and social development, and Trinity College School had also experienced the latter years of this development. But the common feature possessed by all the schools was an over-all structure based upon British traditions and a foundation supporting Christian principles.

⁴² Kim Beattie. Ridley - The Story of a School, (St. Catharines: Published by Ridley College, 1963), pp. 6-7.

⁴³ Ibid., p. 46.

SUMMARY

The beginning of the period under study was characterized by a minority rule exerted over a majority of settlers leading a rural existence. Upper Canada College emerged out of a distinct need for an institution of higher learning to educate the youth of Upper Canada until a university was established. By 1841 education became centralized and the thirty-two years from 1844 to 1876 witnessed the influence of the Rev. Egerton Ryerson, chief superintendent and ultimate instigator of the Ontario Public School system. By 1871 education became free and compulsory.

Trinity College school, founded immediately prior to the confederation years, soon became a well established institution. As a late reaction, the other schools were established to prepare students for a university education, at the same time, nurturing students along distinctly religious paths, a need which was not fulfilled by the public school system. Ridley College and St. Andrews College, functioned in similar manner, emphasizing religious education and a distinct aim to acquire university selection.

From an education controlled by public legislation, the Ontario public school system emerged, forming a background within which the private schools were founded. By 1930, all four were firmly established catering primarily to a patron of relative wealth.

CHAPTER III
BRITISH HERITAGE AMID THE EVOLUTION OF CANADIAN
SPORTS IN THE PRIVATE SCHOOL

The private schools in Canada were founded, in most instances, as a reaction by denominational authorities against a public system of education which did not offer the opportunity for preparatory training in christian principles, which could be subsequently carried over into university education. Upper Canada College is perhaps unique in that it was established to fulfil an early institutional need for higher learning. But most other private schools were founded by representatives of various religious organizations.

A feature common to almost all of these schools is the existence of organizational structures similar to the British public schools. The House System, prefects, the 'Head boy', the Headmaster and his House Masters, all exemplify a tradition emanating from the early nineteenth century British upper class schools. But one feature which was to be associated with the emergence of a truly Canadian culture, was the faith in the value of select sports which found their origin in eighteenth and nineteenth century British educational institutions.

Some four centuries before this development, the first of the great public schools in England was founded by William of Wykeham in 1382. He established Winchester College with the basic assumption that young men should be trained to become leaders of the corporate life; "... the life lived was to be corporate and this was to extend to both work and play."¹

¹ Cyril Norwood (Headmaster of Harrow School). The English Tradition of Education, (London: John Murray Limited, 1920), p. 11.

This philosophy was to become a characteristic of a British tradition, which was evident by the late eighteenth century, particularly within the more established educational institutions. The fourteenth century foundation had, however, been clearly expressed by Wykeham:

That corporate life was to be shaped and inspired by an ideal of character, the formation of which was to be the main object of the education given, and he expressed this in the famous motto 'Manners Maketh the Man'.²

By the opening of the nineteenth century, the state of education in England was considered to be at a very low ebb. Student rebellions, mass school floggings and general student discontent appeared to typify the schools. Ignorance as to how boys could best be occupied, together with a rigid classical tradition, provided a major limitation to anything but the lowliest of educational progress. It was largely in the effort to overcome this condition that games and sports found a firm environment within which they were to emerge.

The brutality of eighteenth century English life, so readily discernable in its sporting pastimes, was seen also in the tyrannical nature of contemporary schooling. Yet it was within the more famous public schools, e.g. Winchester, Eton, Harrow, Rugby, etc., that games were played and developed. Indeed the public schools of England are recognized as the chief contributory factor to the development and spread of organized games and the philosophy of fair play.³

The British system of education was slow to develop, and it was not until 1870 that the first Education Act was passed. By this time a

² Ibid.

³ Bruce J. Molloy. "Games - England's Great Gift to the World", (Unpublished M.A. Thesis, University of Victoria, April, 1969), p. 17.

tradition within the public schools had emerged, which had become an underlying philosophy of not only the upper classes, but also of the rising middle class. The first seventy years of the nineteenth century witnessed the evolution of a British society which was to attain a status of world trade supremacy and the foundation for an era of imperialism which was to colonize a significant proportion of the early twentieth century world.

Basic to these developments, however, were the reforms brought about by Thomas Arnold, which diffused into the surrounding schools, patenting an educational philosophy which was to influence, both directly and indirectly, the whole of British society and ultimately the colonial possessions of the British nation.

It is not easy to estimate the degree in which the English people are indebted to these schools for the qualities on which they pique themselves most -- for their capacity to govern others and control themselves, their aptitude for combining freedom with order, their public spirit, their vigour and manliness of character, their strong but not slavish respect for public opinion, their love of healthy sport and exercise.⁴

Dr. Thomas Arnold, Headmaster of Rugby School from 1828 to 1842, has been honored by many as being responsible for the growth of an educational philosophy involving the function of athletics within the administration of his school, which was to be disseminated into other public schools by masters who had taught at Rugby under the influence of Arnold. But, in retrospect athleticism, which did arise from the attitude toward games played at Rugby, was not the direct objective of

⁴ Edward C. Mack. Public Schools and British Opinion Since 1860, (New York: Columbia Press, 1941), p. 38.

Arnold's educational philosophy. His main intention was to involve his senior 'upper-sixth' in the role of maintaining school discipline:

What Arnold did do was to suppress lawlessness ruthlessly and thereby he also suppressed the Barbarian country pursuits and sports, disbanding the boy's "pack and hounds" and forbidding "hare and hounds". Boys turned more and more to those sports which were allowed. Furthermore, Arnold was determined to run the school through his preceptors. There was no sphere in which self-government by boys was so apt or so well developed as in games.⁵

Arnold had been a prefect at Winchester, and before taking office at Rugby, he had conducted a small private school at Laleham on the River Thames. Here "he organized swimming, throwing the spear and gymnastics for the boys."⁶

On arrival at Rugby School, however, the influence he exerted upon rugby and cricket may not have been as extensive as often believed. McIntosh has stated that little evidence does exist to support the claim Arnold "... deliberately promoted cricket and football for their educational value...".⁷ McIntosh has further stated:

Yet it was not for swimming, throwing the spear or gymnastics that Rugby School became famous but for football and cricket. These games had already been established by the boys when Arnold arrived. William Webb Ellis had performed his exploit of running with the ball five years earlier and in all probability the games would have continued to develop with or without Arnold as they were doing at the school.⁸

⁵ Peter C. McIntosh. Sport in Society, (London: C.A. Watts and Co., Ltd., 1968), p. 66.

⁶ Peter C. McIntosh. Physical Education in England Since 1800, (London: G. Bell and Sons Ltd., 1968), p. 28.

⁷ Ibid., p. 31.

⁸ Ibid., pp. 28-29.

The function for which games could serve, he considered, were the opportunities they afforded boys to participate in those activities which could divert their energies from poaching and other anti-social activities which had become a deeply ingrained problem within the schools to the 1830's. But the respect with which games were to be later endowed, where an attitude of christian admiration for their manly qualities was professed, was not the underlying purpose for which he lent his support. As Norwood, a Headmaster of Harrow School in the early twentieth century stated:

It is sometimes said that Arnold invented the system as a far-seeing method of overcoming the evils which arise from unoccupied leisure: Arnold did much, but he did not invent everything. He preferred to see boys playing games where he could stand and watch them rather than that they should be out of his sight, and up to goodness knows what: besides, he liked games, and had something of the boy in him always. He could not otherwise have been the school master he was. I do not think that games counted for more than this with him.⁹

But regardless of the validity of the statements about the debt to Thomas Arnold, Athleticism spread. Masters such as the oft-quoted Cotton and Thring are examples of the extension of Arnoldian influence to other public schools. At Marlborough, "Cotton encouraged the form of football which was played at Rugby and this became the official pastime of the boys in winter",¹⁰ and at Uppingham, "from the start Thring encouraged the playing of games and disapproved of what he called slackness and shirking."¹¹

⁹ Norwood, op. cit., p. 100.

¹⁰ McIntosh. Physical Education in England Since 1800, p. 34.

¹¹ Ibid., p. 40.

By the 1860's, the playing fields of the public schools had become idealized to the extent that the training they provided was aligned with the thinking of men of the church and associated with the development of a christian life. But, from a broader perspective, the qualities engendered in the playing of team games, were to provide the very training for a gentleman which came to be accepted as the British way of life.

Here, then, are the qualities of an English gentleman, which qualities were, for Kingsley and the many followers of the school of "muscular christianity" those of a "true" or christian gentleman: - Patience, cheerfulness, respect, condescension, courage, being reasonable with others. These qualities comprise the very ethos of "fair play", the very spirit of the Englishman's playing of organized games.¹²

The playing of rugby, cricket and indeed, association football, by the 1860's, were some of the proud features of the public school education. Boys who later joined the garrisons in the outposts of the empire, together with the colonial administrators themselves, carried this ethos with them. All it seemed, had read books which became household names both at home and abroad. Charles Kingsley had published "West Ward-Ho" in 1855, and Thomas Hughes "... who, as a boy, was captain of Cricket and Rugby and played in the Football match before Queen Adelaide",¹³ had published "Tom Brown's School Days" in 1857. Both books have been widely regarded as the major disseminators of the spirit of muscular Christianity, with its respect for team sports and their inherent

¹² Molloy, op. cit., p. 57.

¹³ McIntosh. Physical Education in England Since 1800, p. 31.

character training. As McIntosh stated, "There were a number of churchmen whose devotion to sport and whose advocacy of it in novels and essays earned them the name 'Muscular Christians'."¹⁴

By 1870, then, world trade dominance, together with a social philosophy based upon the public school sporting tradition, were becoming an integral part of British influence throughout the world. As Ensor claimed in his analysis of English social life:

... nothing is more characteristic of it [England 1870-1886] than the development of organized games. This, which on any reckoning may rank among England's leading contributions to world culture, has been far more recent than is often realized.¹⁵

In his chapter "The Sun Never Sets on English Games",¹⁶ Molloy refers to the spread of the philosophy of "fair play" to the British colonies. Canadian private schools, by the 1860's, were not exempt from this influence. Cricket had been played at Upper Canada College from 1836, and from the first days of Trinity College School in 1865, and Ridley College in 1889, cricket also was most enthusiastically played. Rugby, by the mid 1870's, was first introduced at Upper Canada College and, as had been the case with cricket, soon gained a place of considerable popularity. But instrumental in bringing the philosophies so frequently attributed to Arnold, and later verbalized by men of the church, to the schools, were the many British principals; Cockburn of

¹⁴ McIntosh. Sport in Society, p. 71.

¹⁵ R.C.K. Ensor. England 1870-1914, (London: Oxford University Press, 1914), p. 164.

¹⁶ Ibid., p. 59.

Upper Canada College; Orchard of Trinity College School and Miller of Ridley College. Each had been brought up on the British games tradition.

Undoubtedly this school philosophy was basic to the Headmaster's administrative outlook, particularly by the 1870's and 1880's. The Canadian educational system was achieving a state of efficiency after a long and arduous development. It was in this atmosphere that such men were able to exert their mature and enlightened influence.

Yet, by the 1890's and the opening of the new century, the British influence was beginning to 'blend' with a truly Canadian culture which, to a large degree, was reflecting in many aspects the normative influence of the expanding United State's mode of existence.

The environmental influence of North America was related to energy rather than mass or form. As a dynamic force it attracted little value to permanence and high value to progress. That people should do things was of more importance than that any form of life should be kept unchanged. The attitudes of Canadians, strongly influenced by the environment, became less attached to old world forms and in sympathy with the world of action and with the views of people generally.¹⁷

Within the private schools, the cultural trends of society at large were to exert only limited influence. British tradition was evident by the very organizational structure of the institutions and many British teachers, imbued with the public school traditions, were openly accepted on the teaching staffs. Cricket was not to die. In all the schools it maintained a status of great significance, even by the 1930's, when Ridley College was able to hold its own against the visiting Australian

¹⁷ C.E. Phillips. The Development of Education in Canada, (Toronto: W.J. Gage and Company, 1957), p. 391.

test cricketers. Baseball was forever trying to make inroads into the sporting program, but it was considered a bad practice for cricketers.

The maintenance of a British tradition of athleticism was evident although within the garb of a truly Canadian sporting tradition, which rapidly rose to fruition by the early years of the twentieth century. Hockey became the winter game and Canadian football, considered an intruder by some in the early years of the century, became the major fall game. It is interesting to note that the private schools of the Canadian West Coast retained their British identity. The Canadian sports were not able to diffuse to anywhere near the extent they did in the Ontario Private Schools.

Canadian sports, typical of a truly vibrant Canadian culture, had evolved. The British games had attained a rich heritage, but even this was not powerful enough to offset the school-boy enthusiasm for his own national sports, despite the organization based upon the schools of his British forebears. He played his sport and games, by the 1920's, amid the atmosphere of muscular Christianity but with a love for Canada's own games.

SUMMARY

At the opening of the nineteenth century the British Public Schools were emerging from a background of poor discipline, harsh forms of control and activities carried out by the boys which were considered anti-social. By the time Arnold became Headmaster of Rugby School, cricket and football were popular, but they were encouraged by him due to his belief in their capacity to promote leadership and character training.

The Public Schools evolved a system of sport and games, known by a philosophy of Athleticism, which influenced not only the English middle class population but also the colonial outposts of the British Empire. As men migrated, they carried their enthusiasm for the sports they had played as school-boys, hence diffusing the ethos of Athleticism into the colonies.

The Headmasters of the Canadian private schools were no exception; cricket and rugby were keenly promoted. But as Canadian national sports evolved, the sports based on British background were displaced by new enthusiasm for Canadian sports, such as football and hockey. By the opening of the new century the British cult of Athleticism was retained, as expressed by a philosophy Muscular Christianity, but the games played were those of a changing and rapidly expanding Canadian society.

CHAPTER IV

UPPER CANADA COLLEGE

By 1930 Upper Canada College had become one of Canada's most prestigious and firmly established educational institutions.

Upper Canada College was opened with a good deal of ceremony on the 8th day of January, 1830. From that day to the present it has done its work nobly and well; and has sent upwards of eight thousand of its sons with the scholastic attainments which it has always been so capable of imparting, and with the characteristics which are necessarily found in a large Public School, where truth, honour and manliness are inculcated as the sound basis of conduct.¹

The origin of the school dates back to 1829 when an urgent need was felt for an institution of higher learning, capable of educating the sons of leaders and other professional men within the emerging settlement of Upper Canada.² Feeling this need most acutely was the Lieutenant Governor, Sir John Colborne, who had taken office the previous year.

Sir John had completed a military career "... where he had his shoulder shot half away, and his right arm partly disabled..."³ but "As an old and gallant soldier, he was a man of action and full of resource."⁴ Preceding his appointment to Upper Canada he had been an

¹ J. George Hodgins. The Establishment of Schools and Colleges in Ontario, (Toronto: L.K. Cameron, 1910), vol. II, p. 212.

² Ibid., p. 189.

³ George Dickson and G. Mercer Adam. A History of Upper Canada College, 1829-1892, (Toronto: Rowsell and Hutchison, 1893), p. 16.

⁴ Ibid., p. 16.

administrator in the Channel Islands as Governor of Guernsey. There he had refounded and modified "the school of Queen Elizabeth, founded by the maiden Queen in 1563",⁵ which had fallen into a state of severe disrepair.

Upon arrival at Upper Canada, his previous experience with educational institutions was to be most valuable. He reviewed the situation related to the need for a university, about which much controversy and discussion had ensued.

It had long been considered advisable to afford facilities to the youth of Upper Canada for obtaining a more thorough education than was to be had at such institutions as the Home District Grammar School...

There was a good deal of discussion on the subject; public feeling was aroused and several petitions were presented in the legislature.⁶

By January of 1829, Sir John intimated his intentions to the legislature in his opening speech.⁷ He could see the need for a liberal and extensive course of instruction to be incorporated with the establishment of a university which had not long before received an endowment. His major concern was with the need for education in an environment "where the population bears no proportion to the number of offices and employments that must necessarily be held by men of education and acquirements."⁸

⁵ Ibid., p. 192.

⁶ Hodgins, op. cit., p. 189.

⁷ J. Harold Putnam. Egerton Ryerson and Education in Upper Canada, (Toronto: Wm. Briggs, 1912), p. 62.

⁸ Hodgins, op. cit., p. 197.

As the Lieutenant Governor then went on to make the necessary arrangements for the establishing of the college, a select committee of the Legislative Assembly had convened to consider the state of education within Upper Canada. Their recommendations included:

That a permanent institution should be provided -- founded on liberal principles, where the youth of the land could resort for instruction in the higher branches, free from sectarian influence, on terms equal with those offered by neighbouring states...

The recommendation to provide a higher institution was almost immediately implemented, and it was fortunate for the province that at this time the liberal minded statesman just named was at hand.⁹

By March of 1829, Sir John had realized the need for masters of sufficient calibre to lead the new school through its formative years. In apparent haste a letter was written to Dr. Jones, Vice Chancellor of Oxford University. Full power was given this gentleman to acquire designated staff.

As a generation may pass in corresponding across the Atlantic, I and the trustees of the College give you full power to select our principal, and the two classical masters, and the mathematical master.¹⁰

The Principal was to have a fixed salary of £600 and a home, in which he could have boarders; furthermore, he was to possess high classical and mathematical knowledge. The mathematical master and two classical masters were to have a fixed salary of £300, together with a home.¹¹

⁹ Walter N. Bell. The Development of the Ontario High School, (Toronto: University of Toronto Press, 1918), p. 22.

¹⁰ Dickson, op. cit., p. 194.

¹¹ Bell, op. cit., p. 23.

Announcements were then published calling for tenders for the new building, and by August 1st these had been finalised, but by the date set for completion the contractor had failed to meet his obligations, hence the Lieutenant Governor was forced to find his own officials to complete the task.¹² The site finally chosen for the college was Russell Square, on King Street. Several alternatives had been considered, however this location was regarded as the most feasible.¹³ It was not until the summer of 1831 that it was possible to take occupancy due to the failure involved in completing the buildings.¹⁴ Consequently, the Home District Grammar School was temporarily used from the opening day on January 8th.¹⁵

Listed in an advertisement in the Upper Canada Gazette of December 31st, 1829, are the Principal and staff of the college. Principal, the Reverend J.H. Harris, D.D.; vice principal, the Reverend T. Phillips D.D.; First Classical Master, the Reverend C. Matthews M.A.; Second Classical Master, the Reverend W. Boulton B.A.; mathematical department, the Reverend C. Dade, M.A.; French, Mr. J.P. De La Haye; english, writing and arithmetic, Mr. G.A. Barber and Mr. J. Padfield; drawing master, Mr. Drury.

The principal will be ready to receive boarders (to a limited extent only, until his residence in the college is completed) at the opening of the college on the 4th of January.

¹² Ibid., p. 196.

¹³ Ibid.

¹⁴ Ibid., p. 198.

¹⁵ Ibid., p. 16.

Terms. £11-5s per quarter, including all necessary expenses of Board and Tuition, except books -- there will be an additional charge for those pupils who learn Drawing.

York, Upper Canada
December 2nd, 1829.¹⁶

It is interesting to note the discrepancy in date of opening. This is the only reference, to the author's knowledge, dating the opening as 4th January and not the 8th January.

Upper Canada College, then, was founded largely due to the zealous efforts of the Lieutenant Governor. This had not been an easy task, particularly in view of the denominational conflict between the established Anglican Church, the growing Methodist and Presbyterian churches, and the grievance directed against the established order.¹⁷

The Governor's attempt to give Canadians a high-class Collegiate school seemed only partially successful. The error was in attempting to adapt to a new country a form of school that suited the requirements of a select class in an old and highly civilized country.¹⁸

Often referred to as the Canadian Eton, Upper Canada College, which had originated as a substitute for a university in a society which was not considered sufficiently mature for a tertiary institution, received strong opposition from large sections of the emerging community. Apart from the fact that it had absorbed the function of the District Grammar School, whose principal, Rev. Doctor Thomas Phillips, became vice Principal of the college, the five senior members of its staff

¹⁶ Upper Canada Gazette, December 31st, 1829, p. 18.

¹⁷ Putnam, op. cit., p. 69.

¹⁸ Ibid., p. 67.

were Anglicans; it was apparent that to justify the establishment of an institution directed so clearly to cater for the professional élite¹⁹ was hardly possible. Furthermore, as Reverend Egerton Ryerson believed, "the college was established and placed under the control of one church without ever consulting the popular branch of the Colonial legislature."²⁰

As a reaction against the dominating control of the Anglican church, exemplified by the establishment of Upper Canada College, other denominations then proceeded to account for their own needs by founding their own institution. By mid-1836 the Methodists had succeeded in founding the Upper Canada Academy at Cobourg, later to be called Victoria College; in 1840, the Presbyterian Church opened Queen's College, at Kingston.²¹

One year after the opening of Upper Canada College, opposition proved to be more direct than that based on religious grievance alone. The curriculum was considered by some to be too classical, not catering for the needs of the student who would ultimately enter the commercial world. A petition was organized, "praying for modification of the exclusively classical nature of the programme for those boys destined for commerce and mechanical pursuits."²² Being the only school within the district of York, it was obviously with great concern that the professional body of the population attempted to broaden the strictly academic

¹⁹ Herbert T.J. Coleman. Public Education in Upper Canada, (New York: Brandon Printing Company, 1907), p. 83.

²⁰ Ibid., p. 86.

²¹ Ibid., p. 83.

²² Putnam, op. cit., p. 67.

and classical form of instruction. It is quite evident that the school was closely modelled upon the British Public schools existing at the time.²³ Sir John Colborne had received his education at Winchester College which, together with the influence of the Masters of the school, allowed little alternative to a strictly British form of education.²⁴ With the wider range of educational needs felt by the sons of the emerging Colony, this system was obviously not totally practical.

Throughout the course of the founding of the college, some members of the Legislative Assembly had shown objection to the means of financial support to be exercised.²⁵ Their opposition was directed against the Imperial Grant of Lands in the form of an endowment. In reply to a select committee report to the Assembly, Sir John commented on the favourable progress of the young institution and his intention to foster protection over its future development.

No doubt can, therefore, be entertained permanently in the Provincial seminary, accessible to all, where a liberal and extensive course of instruction can be obtained on moderate terms.

Before I leave the province, I shall endeavour to procure for the institution such protection as may enable it to counteract the influence of local jealousies, or of ignorance, to which, in a new country, it may sometimes naturally be exposed.

Government House, York, 4th February, 1830.²⁶

Despite the protective efforts of the college's founder, the

²³ Bell, op. cit., p. 25.

²⁴ Hodgins, op. cit., p. 212.

²⁵ Ibid., p. 194.

²⁶ Hodgins, op. cit., p. 195.

question of the legal validity of the endowment proved to be a vexing one to administrators and principals throughout the first sixty years of the college's history. Prior to 1831, much discussion had surrounded the allocation of an original endowment of crown lands to education in Upper Canada, made in 1798.²⁷ The proposed University of King's College had received particular attention, but with the decision to establish a preparatory college to temporarily fulfil the educational needs of the province, provision for its support was then necessary.

Following decidedly controversial parliamentary debate, Sir John Colborne finally received authorization from the Home Government to endow the college with a land grant of 66,000 acres in December, 1831. This comprised various areas within the townships of the province.²⁸

The unfortunate controversy involving the granting of endowments to the college originated in June, 1830, with the decision of the General Board of Education to sell "the ground known as college, or school square in the centre of which stood the Old Blue School"²⁹, the first home of the college. The revenue derived from this transaction was to pay for the erection of the new building to be erected on Russell Square.³⁰

Throughout the ensuing years it was considered by many that the

²⁷ George W. Ross. The School System of Ontario, (New York: D. Appleton and Company, 1896), p. 3.

²⁸ Dickson, op. cit., p. 47.

²⁹ Hodgins, op. cit., p. 192.

³⁰ Ibid., p. 190.

college had been falsely endowed. Not only was it felt that the college had deprived the General Board of Education of the funds resulting from the sale of the College Square, but further, serious claims attempted to demonstrate that the original endowment of 66,000 acres had in fact been taken from the university's endowment.³¹

So much credence had been given to this latter assertion that, at a recent session of the Ontario legislature, the Upper Canada College endowment was confiscated, and, at the bidding of sectional prejudice, the Institution was deprived of its historic site, and is about to be removed out of the city, and put on a new financial basis.³²

In a discussion of the founding of the college it is obviously quite important that this controversy be mentioned as it did ultimately bring a radical change in administration. Statements were made at the time of removal from the original site, but before discussing these, it would be of value to briefly describe the administrative changes occurring over the first sixty years of the College's history.

The college was first controlled by a Board of Directors and Trustees, until the decision was made in 1833 to transfer control to the Council of King's College.³³ By Act of Parliament, the college was incorporated with the University of King's College in 1837, being subject to its jurisdiction until the Baldwin University Act of January, 1850, transferred its management to a Council and Endowment Board of its

³¹ Dickson, op. cit., p. 156.

³² Ibid., p. 17.

³³ Ibid., p. 87.

own administrators, at the same time being appended to the university.³⁴ As an assurance of adequate control and management it was then placed under the rule of the Senate of the University, where a Standing Committee of five members were entrusted with the "administration of its financial affairs, so far as regards the disposition of its income, and subject to the Lieutenant Governor in Council as to its capital and endowment."³⁵ It is interesting to note here that the Senate was to "exercise supervision over the principal and masters."³⁶ Finally, in 1867, the college was transferred to the control of the Provincial Government, which administered over its affairs until the end of 1900.

Throughout the following forty years, the history of the college was enshrouded with bitter opposition, receiving its public defense from the Old Boys of the school together with her highly respected Principals.³⁷ By mid-December of 1900, however, a new era was to dawn within the functioning of the school. At a ceremony conducted in the Office of the Minister for Education on December 14th, 1900, the Ontario Government formally relinquished its supervision and management of Upper Canada College. A new Board of Governors, "appointed under the terms of the act passed at the last session of the Provincial Legislature"³⁸, took office.

³⁴ Ibid., p. 88.

³⁵ Ibid.

³⁶ Ibid., p. 87.

³⁷ Ibid., p. 169.

³⁸ The Globe. Toronto, Saturday, December 15th, 1900, p. 24.

The honourable Richard Harcourt, in April, 1900, introduced a Bill into the Legislature respecting Upper Canada College, the effect of which was to separate the College from the State and appoint a Board of Governors, on condition that an endowment of \$50,000 be raised. In doing so Mr. Harcourt referred to the long and successful career of the College, dating from 1829, and having among its Head Boys such eminent Canadians as the late Honourable Mr. Crooks, Chief Justice Moss, Mr. Edward Blake, the Honourable M.C. Cameron, Christopher Robinson, Bishop Baldwin, and others.³⁹

As the first seventy years of the college drew to a close it had withstood the conflict brought about by denominational prejudice and, in catering for a predominantly upper-class patron, it had off-set the jealousies of those unable to overcome the barriers of exclusiveness and privilege.

In representing the Government at the formal relinquishing of control, Mr. Harcourt referred to the need for the college in view of the fact that there was "special work for it to do, ... that to keep it strong and efficient would be to educate within the province scores of boys who otherwise would be sent abroad." He went on to comment that "There was admittedly a plain need, in fact, for a large and well equipped residential school of this kind."⁴⁰

In a speech delivered at the laying of the corner stone of the new buildings in Deer Park, North Toronto, the Honourable George W. Ross declared:

In those olden, golden days, to which reference is made, I was sponsor for Upper Canada College. I was,

³⁹ Hodgins, op. cit., p. 200.

⁴⁰ The Globe. Toronto, Saturday, December 15th, 1900, p. 24.

of course, greatly interested in its welfare, as now, but in a larger measure than now the responsibility for its success devolved upon me as the Minister of Education. I know what it had to contend with. It had a great history and I was most anxious that it should be true to its traditions. Anything wrong that should happen to such a college, with such a career would be nothing short of a calamity.⁴¹

The difficulties Ross refers to were clearly evident by the 1880's. The college had received bitter opposition from many public school educators, due largely to its Governmental support and position of high status over the grammar schools.⁴² This opposition attracted efforts to defend the college, particularly with respect to its high academic standing. Evidence of its success was stated, together with examples of its high level of achievement. During the course of parliamentary debate, in 1881, the Minister for education, Mr. Crooks, explained that over the ten years from 1867 to 1879 the high schools had taken sixty-six university scholarships whereas the college alone, had taken forty.⁴³ Then, at the annual distribution of prizes, for 1881, principal Cockburn described the college's matriculation results from the University of Toronto, since 1867.

... 175 with first class honours, 204 with second class honours, and fifty-two scholarships -- making a total of 431 honours or distinctions, apart from special prizes, or 3.079 honours for each matriculant and four scholarships. This was apart from honours obtained at the Universities of Oxford, Cambridge, Trinity (Dublin), Edinburgh, London, McGill (Montreal), and

⁴¹ Hodgins, op. cit., p. 202.

⁴² Dickson, op. cit., p. 158.

⁴³ Ibid., p. 164.

at the examinations of the Law Society, Military College, and similar institutions.⁴⁴

It is the opinion of many that Upper Canada College was modelled, to a degree, upon the system of education prevailing in the public schools of England, throughout the nineteenth century.⁴⁵ This belief, however, should not be exaggerated, as the influence of the emerging Canadian educational system was also most pronounced. For this reason, the success of the college as an educational institution must be observed in the light of a natural maturation occurring within Canadian society. The basic model upon which the school was undoubtedly built in its formative years -- the Prefect system, the House system, the Head Boy, fagging, 'Prep' classes and the other typically British features -- should not be confused with the fact that the college comprised Canadian boys, with an increasing number of Canadian masters, working together in the context of a Canadian economy and social system unique to Canada as a nation.

From the outset, then, it is important to gain an accurate understanding of the place of sport and games within the life of the college. These activities were undoubtedly of British origin -- cricket, rugby, association football and track and field. But the reason such sports were played was not simply because they were British but rather that it was considered they possessed the features which educators within a school of high prestige and notable moral training wished to engender

⁴⁴ Ibid., p. 164-5.

⁴⁵ Coleman, op. cit., p. 86.

in the boys under their control.⁴⁶

The concept of team games performing the role of an educational instrument, inculcating a code of ethics in keeping with the moral and religious beliefs of the school administrators, was a very real framework within which the school was to function. Denying oneself for the well-being of the group (or team), unstinting involvement in situations demanding courage, the humility to lose graciously, or developing an awareness of the needs of one's school-mates, these were all considered character traits which the masters in most cases were conscious of, and were prepared to spend hours on the cricket or rugby field to hopefully engender in their charges.

In light of the above discussion, the following words of Hodgins have particular pertinence to the history of sport and games within Upper Canada College. Throughout the formative years of the college, the prime object was indeed the direct transfer of a British way of life into the colony, and this was obviously readily possible via the establishment of educational institutions. But by the end of the nineteenth century Canadian social conditions were the college's predominant social norm.

In establishing the college of Upper Canada it was the desire of Sir John Colborne to foster in the new Institution a love of the old, manly British field sports, a love which had always been a characteristic of English Public School men, and is, indeed, to the present day. And so, in obtaining the services of English Graduates for the college, Sir John not only obtained men who had the highest educational qualifications, but also those who would encourage and

⁴⁶ Hodgins, op. cit., p. 209.

stimulate amongst the Boys a love of healthy and manly games, which the astute Governor rightly judged to be a powerful factor in developing amongst the lads a healthy, self-reliant spirit that would help them to cope in after years with the many arduous and difficult problems incidental to the development of a new country.⁴⁷

Cricket

Cricket at Upper Canada College was played from the opening of the college. However, it was not until 1836 that the first official team was formed, when a game was played against the Toronto Cricket Club, on the 15th of July of that year.⁴⁸ The team consisted of "White (a Sussex player) L. Robinson, Phillpots, J. Kent, A. Keefer, G.A. Barber, John Beverley Robinson, F.W. Barron, Walter Dyett, F. Hall, T. Keefer."⁴⁹ The role of the college in both the early development of the game and its later progress is considered to be most significant.

Accompanying Dr. Thomas Phillips, the first vice principal, from England was George Barber the College Collector.⁵⁰ He has often been referred to as "The father of cricket in Canada"⁵¹ and first played the game after his arrival at the District Grammar School in York.⁵² Forming a triumviri that posterity will remember as the fathers of

⁴⁷ Hodgins, op. cit., p. 198.

⁴⁸ Dickson, op. cit., p. 275.

⁴⁹ Ibid., p. 276.

⁵⁰ Ibid., p. 192.

⁵¹ Ibid., p. 263.

⁵² Ibid., p. 192.

Canadian Cricket, however, were Barber, F.W. Barron, a Classical Master and John Kent, Master of the Boardinghouse.⁵³ These three men fostered enthusiasm for the game amongst the boys, and also performed important roles within the early school elevens.

The college residence played a major part in providing the environment for practices which led to the growth of many strong college teams. Until 1860 the college team consisted of both old boys and current boys attending the school, but due to pressure from the other Toronto teams this practice ceased and boys attending the school only were permitted to participate in school teams.⁵⁴

Evidence of the part played by the college in cricket in Canada is supported by the fact that the first touring Canadian team to England was organized by an old boy of the school, G.G.S. Lindsey, a most enthusiastic sportsman, and no less than seven old boys were involved in the team.⁵⁵

By 1930, although cricket had faded in popularity as a major Canadian sport, it was considered a vital aspect in the college's sporting itinerary. School teams were still practicing for their tours throughout the major cities of Canada and were maintaining a high standard of performance.

Throughout the late 1840's and 1850's, the influence of F.W. Barron, the college principal, upon many sports, particularly cricket, was most

⁵³ Ibid., p. 263.

⁵⁴ Ibid., p. 265.

⁵⁵ Ibid., p. 268.

pronounced. He was "an advocate and an enthusiastic lover of all outdoor and athletic sports",⁵⁶ and was known to regularly take part in cricket, yachting, fencing, skating and in his younger days he was a keen boxer. During his term of office from 1843 to September, 1856, he exerted a powerful influence on sport within the college.

Football

Up to 1876, association football was the major fall game.⁵⁷ The boys witnessed a change in 1877, however, "when rugby football became the distinctive fall game of the school, and steadily gained in favour with the boys."⁵⁸ The reason for this was the arrival of an old Rugby boy, Mr. W.S. Jackson, in 1877.⁵⁹ His experience enabled him to coach the boys, hence introducing a change which ultimately led to the formation of many strong teams in the years to come. The future teams, however, were to become involved in the question of which game should be played -- the new or the old? Cricket rules had been codified as early as the 1770's. Rugby rules had not been formulated until the Rugby union was established in London in 1871, and the number of players had not been set at fifteen until 1877. Hence, unlike cricket, firmly rooted precedents had not developed in Rugby to anywhere near the same extent. This then is a possible reason for the diffusion of Canadian interpretations.

⁵⁶ Ibid., p. 96.

⁵⁷ Ibid., p. 271.

⁵⁸ Ibid.

⁵⁹ Ibid.

into Rugby football leading to the ultimate development of a new game, and the controversial question of which game should be played -- the new or the old?

When the distinctive Canadian features of football were beginning to appear in the early years of the nineteenth and twentieth century, the college was quite reluctant to pass up the traditional form of Rugby football for the new code. Due to the enthusiasm of Ridley College toward the adoption of Canadian football, however, Upper Canada College finally accepted the decision to make the change.⁶⁰

During the late 1870's, the college rugby team was regarded as one of the "crack" aggregations of Toronto and played matches successfully with all senior clubs.⁶¹

By the mid-1880's, due to systematic organization and training of the Toronto teams, such as Trinity College, the school boys were no longer able to withstand the powerful opposition of surrounding district teams, yet were able to satisfactorily oppose the second XV of the Toronto clubs.⁶² In 1883, the annual game played against Trinity College School had degenerated into a "free fight" which horrified the masters in charge to the extent of avoiding football competition between the schools for some eight years, until 1891.⁶³

⁶⁰ Kim Beattie. Ridley - The Story of a School, (St. Catharines: Published by Ridley College, 1963), p. 216.

⁶¹ Dickson, op. cit., p. 271.

⁶² Ibid.

⁶³ A.H. Humble. The School on the Hill - Trinity College School 1865-1965, (Port Hope: Published by Trinity College School, 1965), p. 38.

The games played against the University of Toronto and Trinity College became important fixtures, as did the games against the old boys.

The game that was to be played yesterday between Upper Canada College past and present did not take place. The committee in charge appointed a gentleman to look after the interests of the old boys, but he did not get together a team in time to play yesterday.⁶⁴

The afternoon was not entirely wasted as a quick decision led the master in charge to organize an old versus new "colours" match which was viewed with much interest.

Hockey

Hockey was first introduced into the college in 1888 when a rink was erected "on the west side of the Gymnasium."⁶⁵ Teams were organized to compete with Toronto Junior Clubs. A game was played against Ridley College in 1896, but this was not repeated for some twenty-three years when, in March, 1918, a second game was played. This, however, was not repeated again until 1923.⁶⁶

The game gained in popularity by the turn of the century, and attained the status of a major sport, which was quite significant, as the reliance was then placed on a truly Canadian sport, to promote the ideals for which the traditional British sports had been noted for so long. Although hockey did become a most popular sport, another indigenous and

⁶⁴ The Globe, Toronto, Saturday, December 1st, 1900, p. 25.

⁶⁵ Dickson, op. cit., p. 273.

⁶⁶ Beattie, op. cit., p. 383.

extremely popular Canadian sport to the early twenties, lacrosse, did not reach the same level of participation. One possible reason for this was its appeal to a lower class section of the community, and identification with such categories was in all probability not openly encouraged.

Track and Field

Perhaps the highlight within the year's program was the annual athletic games. Apart from the inherent physical training derived by the participants, the games enabled the parents the opportunity of witnessing the tone of the school at its best. The adulation devoted to the athletic heroes was a marked feature of the day, together with the prize giving ceremony to conclude the festivities. As a report from the Toronto Globe reads:

There were fully 2,000 spectators, His Honor, the Lieutenant Governor and Mrs. Robinson being among the number. The events ...

Three legged race; 220 yards; 100 yards dash; bicycle race; hurdle race; steeple chase; half mile race; obstacle race; quarter mile race; tug-of-war; consolation race. [Field events were not listed.]

At the conclusion of the games the competitors and a large number of spectators assembled in the Public Hall where the prizes were presented to the successful athletes by Mrs. Robinson. A most enjoyable feature of the event was the choice music furnished by the band of the Royal Grenadiers.⁶⁷

Before the school was moved to its Deer Park location, a noted feature of the Russell Square site was the 220 yard track. "The track was simply roped around in the middle of the play ground, and its sharp turns

⁶⁷ The Globe, op. cit., March 15, 1886.

made really fast time impossible."⁶⁸ The championship, to the late 1880's, was decided by the quarter mile race, but then a points system was introduced based on placings in the events in which the boys competed.⁶⁹ The awards eagerly strived for were championship cups donated by notable personalities associated with the school, one of which was the ex-pupil's trophy, donated by Mr. Martland, the boarding-house master.⁷⁰

Two further running events which held great interest in the athletic life of the college were the Hendrie steeple chase and the Macdonald Cross Country Race.⁷¹ Events of this nature, together with the Annual Games, held high priority, largely due to their capacity for acquiring attention of the whole school.

Other Sports

Robertson, of the college, was the winner of the first Canadian junior lawn tennis championship conducted on the college courts.⁷² Tennis was quite popular and, by 1894, it was played by many boys.

On the old college grounds lack of space prevented proper attention being given to the game. Now a new era is dawning, and the tennis enthusiasts are daily increasing. Three good courts are now available, and it is hoped that a large central portion of the running track will be laid out in courts that will compete

⁶⁸ Dickson, loc. cit.

⁶⁹ Ibid.

⁷⁰ Ibid.

⁷¹ Ibid., p. 272.

⁷² Alan Cox. A History of Sport in Canada 1868-1900, (Unpublished Ph.D. Thesis, University of Alberta, 1969), p. 164.

favourably with any in America, and under such circumstances, players worthy of the school will soon be developed.⁷³

Basketball and, to an even lesser degree baseball, were never seriously promoted. As was the case within the other private schools, the limited number of students quite possibly caused some limitation upon the range of sports which could be offered. By 1920 basketball had become a popular winter sport, but baseball having cricket as such a formidable summer partner of strong traditional value did not receive formal attention from the sports organizers.

Boxing was first introduced in the form of an organized tournament following the preliminary coaching efforts of A.L. Cochrane.⁷⁴ The first bouts of 1896 became annual events, where a high standard of fighting developed. Boxing in a boy's college, however, needs little formal organization. As an alumnus recalled, the late 1860's witnessed many 'illegal' contests, in fact, as many as three in one day. The contest between a seventeen year old 1B boy and his two twelve or thirteen year old opponents in the middle of a twenty-foot ring is described:

Goliath stood in the middle of a twenty-foot ring and David and Jonathan -- took up positions one in front of the other, behind Goliath... . When the word was given, big H wheeled around, struck B, the elder 1A boy a blow in the forehead that knocked him over and then turned back to get G's fist in his eye. By this time B was on him again from the rear and it took all the big boy's strength to stay himself up between them, like a Samson tugging at two pillars. It resulted in a drawn fight after all, for the

⁷³ Dickson, op. cit., p. 272.

⁷⁴ Ann Hall. "Arthur Lewis Cochrane; A Biographical Sketch", (Unpublished Term Paper, Queens University, Kingston, 1964), p. 10.

appearance of the boarding-house master put an end to this chancery suit, which after the opening seemed to lag a little.⁷⁵

The author then went on to state that such bouts have since faded and the only regular 'mill' that has taken place in the gymnasium of late years was between ex-pupils.⁷⁶

Both fencing and gymnastics did receive attention as indoor activities. Their organization and presentation as class activities remain somewhat obscured by lack of detailed information. Together with his numerous other sporting interests, Principal Barron was an active fencer, indicating that it was quite possibly encouraged amongst the boys. "Mr. Barron was also a good fencer. There was no one he was afraid to tackle with the foils."⁷⁷ By the 1890's A.L. Cochrane was promoting the sport⁷⁸ and, by 1908, the tenth annual tournament was conducted.⁷⁹

The gymnasium at the King Street School was some thirty years old by the re-locating of the school to Deer Park in 1892. The equipment, including a beam, trapeze, horizontal bar, tumbling mats and rings was very old by this time, in spite of the renovating of the gymnasium in 1888. A photograph of the old gymnasium gives a clear picture of the apparatus in use.⁸⁰

⁷⁵ Dickson, op. cit., p. 130.

⁷⁶ Ibid.

⁷⁷ Ibid., p. 96.

⁷⁸ Hall, op. cit., p. 11.

⁷⁹ The Globe, April 4th, 1908, p. 16.

⁸⁰ Dickson, op. cit., p. 256.

How the timid "new boy" used to stand by that door [of the gymnasium] and watch the boys indulge in the forbidden excitement of "going off the beam!" And what a proud yet anxious moment it was when some senior took him under his protection, and, carefully adjusting him to the trapeze, initiated him to his delight. Who will forget the drill that used to take the form of "tag", in which Sergeant Parr joined with greatest zeal. But there were good gymnasts in those days.⁸¹

Drill and apparatus gymnastics, later to become competitive Olympic gymnastics, were vitally important school activities. As the master in charge in most cases had served in the military before entering the school, the activities were both rigidly and formally presented.⁸² But early in the twentieth century, competitive gymnastics engendered a greater emphasis upon the skill involved in movement, as distinct from the moral and character training emphasized in drill and calisthenics.

Swimming, together with yachting and camping, became synonymous with the name of A.L. Cochrane, a master at the school from 1894 to 1921. As his contribution to the school was so great, special attention to it is warranted. His contribution will be included within a coverage of masters who became closely associated with sport in the school, a discussion of which will now follow below.

Masters in Sports

George Anthony Barber

In 1825, George Anthony Barber arrived in York from England, to

⁸¹ Ibid., p. 274.

⁸² Ibid., p. 90.

take up a position as assistant principal to Dr. Thomas Phillips, at the 'Old Blue School', or District Grammar School. A keen cricketer before his arrival, Barber soon promoted the game enthusiastically on "The ground surrounding the school which, in primitive terms was slightly undulating."⁸³ However, earlier on this area "had been cleared of the stumps, and a space a few hundred feet square, was selected for the good old English sport of cricket."⁸⁴

When the college was opened, Barber took the position of College Collector, and from this time on, he was instrumental in organizing, coaching and playing cricket. For this he earned the above-mentioned title of 'the father of cricket in Canada'.

He was absorbingly fond of all sports, a veritable encyclopedia of sporting history. The character of the man can be gleaned from his paper the Herald, which he published in the middle forties, and which is replete with sporting news.⁸⁵

The boyhood and youth of the man has not been recorded. This is obviously more to the loss of the history of cricket and indeed education in Canada, but his contribution, from his arrival in the young colony and the thirty or more years to follow, was a most valuable one.

Major Goodwin

Taking up his office at the school in the mid-nineteenth century,

⁸³ Ibid., p. 192.

⁸⁴ Ibid.

⁸⁵ Ibid., p. 263.

Major Goodwin was to become a much respected and honoured master of the school. A survivor of Waterloo, he was noted for his stories of battle which "might almost have outshone the famous mulvaney of Soldiers Three".⁸⁶

The Major was responsible for instruction in drill and calisthenics, which by the 1860's was given to the older boys on a weekly basis.

What boy of that day does not remember him with affection? A strict disciplinarian, yet liking better to silence a frolicsome private with a harmless witticism that held him up to ridicule, than to bid him "fall out." This was the severest penalty he ever inflicted. The kind hearted old Major always seemed sorry the moment after, for in the next breath he would temper his rebuke with a cheery word and good natured apology for the offender.⁸⁷

He was responsible for the drill association as well as forming a company of the "Queen's Own", which took part in the Fenian Raids of 1866.⁸⁸ Although his endeavours were far distant from the modern day physical education program, his work was a contribution to the early evolution of physical education at Upper Canada College.

F.W. Barron

Principal F.W. Barron, a man of "splendid muscular development, slightly inclined to corpulency, with a fair, round, genial face and bald head",⁸⁹ was in charge of the college for thirteen years from 1843

⁸⁶ Ibid., p. 120.

⁸⁷ Ibid., p. 105.

⁸⁸ Ibid., p. 106.

⁸⁹ Ibid., p. 86.

to 1856. Endeavouring to develop principles of uprightness, truthfulness and self-respect within his students, he also attempted to encourage participation of all outdoor sports: "cricket, rounders, hockey, running, leaping and jumping were with other sports and games introduced into the playground, there being as yet no gymnasium."⁹⁰

The influence the Principal was able to exert upon the sport within the school was largely due to his own ability and love for physical activity of a wide range. For many years he was a member of the Royal Canadian Yacht Club,⁹¹ and later lived on Rice Bay at Gores Landing. He was considered the best and most graceful skater on the Bay of Toronto.⁹² Probably cultivated in his English youth, he was also a keen oarsman.

Arriving at Upper Canada College in 1834 to take up a position as classical master, he soon proved his ability as a bowler on the first cricket team formed in 1836.⁹³ Indicating the breadth of his sporting interests, however, he was also a keen boxer and fencer in his youth, and was not afraid to exhibit these talents to his admiring students. In the words of an old boy asked to comment upon his old principal.

The principal was one of those men who excelled in almost anything in which he took an interest; and though one could not help admiring him for the manly support he gave to all healthful exercise, his greatest charm for me was his cheerful disposition,

⁹⁰ Ibid., p. 90.

⁹¹ Ibid., p. 96.

⁹² Ibid.

⁹³ Ibid., p. 264.

his interesting conversation, his love of a joke, and his thorough kindness of heart.⁹⁴

Arthur Lewis Cochrane

A man about whom very little has been written, and yet a true pioneer in Canadian physical education, Arthur Lewis Cochrane, exerted a major influence upon the development of many physical activities within the life of Upper Canada College. In response to an advertisement made by the college for a "temporary" drill instructor, he first joined the college staff.⁹⁵ From this time, late in 1894, he led the school physical education program through one of its most colorful periods, for twenty-seven years, to his eventual retirement in 1921.

By the 1890's, the college did not have a directed physical education program. Instead, drill of a very formal nature was taught. Cochrane, born in Birmingham, England, in 1870, had run away from home at the age of fifteen, but then had joined the Grenadier Guards, where he gained a rudimentary understanding of boxing, fencing and gymnastics, which were of some value in his newly-acquired occupation. He was asked to supervise all gymnasium activities.

As a teacher, he would never allow a boy to try any gymnastic stunt he could not do himself. Consequently, he spent many long evenings in the gymnasium practicing some intricate movement on the apparatus. This devotion caused his wife many hours of anxiety. Her husband would frequently arrive home bruised and sore. Her constant fear was that a tragic and crippling accident would

⁹⁴ Ibid., p. 90.

⁹⁵ Hall, op. cit., p. 5. The author is indebted to Miss Ann Hall, The University of Alberta, for the information relating to Cochrane's life.

befall her beloved gymnast.⁹⁶

Cochrane had a love for the outdoors, and had originally intended working on the land 'out west' on arrival to Canada. It was probably this appreciation which gave him the desire to free his boys from rigid drill and offer them a recreational atmosphere in which they could develop as all-round men. Included in his program were boxing, swimming, diving, fencing and gymnastics, all of which received his administrative attention and directly grew into organized competitions within the school.

In the summer of 1903 Cochrane first achieved one of his major contributions to the college, and indeed, to eastern Canada. With a party of boys, he set off to explore Lake Temagami, only to discover, in its south-west arm, the ideal site for a camp which was to "grow for many years to come."⁹⁷ This was to become the first private camp in Canada, into which Cochrane invested a large proportion of his own savings.⁹⁸ Many boys were to attend the camp, which became a most significant feature in the school year.

Swimming had been one of Cochrane's favorite activities and soon after his arrival in Canada he formed the Upper Canada Life Saving Corps, which three years later, in 1908, led to the formation of one of the first branches of the Royal Life Saving society outside of Britain.

⁹⁶ Ibid., p. 9.

⁹⁷ Ibid., p. 16.

⁹⁸ Ibid.

Recognizing his contribution to Life Saving, the original society in England awarded him the highest recognition possible when, in 1908, King Edward VIII appointed him Honorary Associate of the Order of St. John of Jerusalem.⁹⁹ In the following year Cochrane proved his own ability when he successfully passed examinations for the Award of Merit and the Diploma, the first awarded to a candidate outside of England.

For many years he was involved in instructing and testing for the various awards of the society. In addition to his many interests, however, he was an early pioneer in skiing in Canada, purchasing one of the first pairs of skis ever sold in Toronto.¹⁰⁰ Cross country skiing was in keeping with his love for physical activity of a vigorous nature.

Nicknamed A.L. by his boys, Hall stated:

A.L. had a special ability to plant an idea in a person and then nurture it carefully with encouraging advice and sound judgement. He saw in many the potential for greatness and would strive to mature that strength of character in any man.¹⁰¹

By 1921 it was obvious that Upper Canada College had indeed been indebted to such a dedicated pioneer in physical education.

By 1930, Upper Canada College had survived one hundred years, many of which were filled with violent opposition to its cause, and at one point sufficiently violent to bring about the confiscation of its endowed site in Toronto. Academically, it was considered for many years a model to the emerging public school system. But as Hodgins stated:

⁹⁹ Ibid., p. 22.

¹⁰⁰ Ibid., p. 28.

¹⁰¹ Ibid.

A special feature of the college, as compared with other educational institutions, is the great care and systematic attention paid to the requisite conditions for physical and hygienic culture. The possession of a well equipped gymnasium, including a swimming tank, under the charge of competent and painstaking instructors, renders possible and feasible an amount of direction and supervision that are all but impossible in ordinary day schools. This system of physical training is supplemented by various club organizations, cricket and football in Summer and Autumn, and hockey in Winter. Practice of these games has a great deal to do with the esprit de corps which has always been a marked characteristic of Upper Canada College Boys.¹⁰²

¹⁰² Hodgins, op. cit., p. 209.

SUMMARY

Largely due to the efforts of the Lieutenant Governor, Sir John Colborne, Upper Canada College was founded to fulfil the need for an institution of higher learning. Amid denominational conflict and opposition directed toward the strictly classical curriculum based on British public school methods, the college developed to become one of Ontario's noted institutions.

Administrative change and external opposition involving the legal basis of the original endowment granted the college became difficult problems, but despite these, the latter half of the nineteenth century witnessed a high academic standing and a decided enthusiasm for sports and physical training. The influence exerted by such principals, as Barron and Cockburn, fostered the belief in games as moulders of manly character and powers of leadership in the British tradition such men had known so well.

From 1836, cricket was played, eagerly supported by Oxford trained master, G.A. Barber. Rugby was popular from the early 1880's and the annual games had always maintained a status of importance. As the Canadian sports evolved, the college became a source of great support. One event of particular note being the Past versus Present students annual football match. But undoubtedly the main feature of the sporting program was the lead given the whole province in the 'manly game' of cricket, the most notable event being the tour of England organized by an old U.C.C. boy and supported by many Old Boys playing on the team.

A master at the college during the first twenty years of this century, A.L. Cochrane exerted a great influence over the athletic program of the school, at the same time contributing to the growth of camping and life-saving in the province.

From torrid opposition, and lasting attacks due to its land endowment, Upper Canada College withstood the strain to become an educational institution of prestige in Ontario.

CHAPTER V

TRINITY COLLEGE SCHOOL, PORT HOPE

The founder of Trinity College School, the Rev. William Arthur Johnson, arrived in Canada in 1835. The son of a military engineer, Lieutenant Col. John Johnson, William at first set out on a military career. He had attended Twickenham College and Addiscombe Military College, but feeling unsuited to the military life of his father, he turned to farming during his first years in Canada.

At the age of thirty, he realized his deep interest in the work of the church, which led him to study theology at the Anglican Theological Institute, Cobourg. In 1852, he was ordained a priest of the church and three years later accepted the charge of St. Philip's Church, Weston. By 1862, feeling dissatisfied 'with the low standard of public education', he undertook the education of his own three sons.¹

At this time, Trinity College had become aware of the need for adequate numbers of students; a system of preparatory schools had long been considered, but financial limitations restricted realization of such a demand. The Rev. William Johnson, however, had applied for support in establishing a school at Weston.

The 8th of November, 1864, was a day of happy omen for the Rev. W.A. Johnson, pastor of St. Philip's Church in the little village of Weston. The corporation of Trinity College, Toronto, acting in

¹ Much of the primary and secondary source material found in this chapter was obtained from the school history - A.H. Humble, The School of the Hill - Trinity College School 1865-1965, (Port Hope: Published by Trinity College School, 1965).

private session, had finally approved his application for the official establishment of a school. ...²

The Rev. Johnson was then clearly told that as Bursar and Warden, he was to be fully responsible for the financial success of the new school. Statutes, the appointment of staff, the provision of prizes, and the conduct of external exams were to be the only responsibility of the Corporation.³

Trinity College School was officially opened on May 1, 1865, with nine pupils on its register. It was based upon a different means of support to the other private schools of the time (Upper Canada College, Bishop's College School, Lennoxville, etc.) in that it did not have the aid of public grants, rather it was supported by fees and gifts from friends of the school.⁴ The founding at Weston, however, was followed three years later by a decision to move to a more appropriate location, better suited to the needs of a boy's school.⁵ Port Hope, situated in close proximity to Lake Ontario, was the choice of a committee formed to discuss the move. Two men had generously offered to pay three years' rent and taxes if Port Hope was agreed upon; consequently the Ward homestead, "a large, spacious, wooden structure two storeys in height with a magnificent view of Lake Ontario and the surrounding countryside"⁶

² Ibid., p. 1.

³ Ibid.

⁴ Ibid., p. 3.

⁵ Ibid., p. 18.

⁶ Ibid.

was selected. The new school was ready to re-open on September 12th, 1868.

The first Headmaster of the 'Weston' School was the Rev. Charles Howard Badgley. The Rev. Johnson was to be the Warden, working with the Headmaster, but as time passed strain developed between the two men, hence one of the prime reasons for the move to the Port Hope location. The original school continued under a new Headmaster, being known as the Weston Church School, but, by 1870, it had closed its doors.⁷

The school life at Weston was an active one, with the day commencing at seven, and little apparent rest until the end of the day.

It was clear that the Warden's concept of education did not lie in the greatest number of facts that could be drilled into his boys, but in ideas and pursuits that would stimulate and excite the unfolding mind. But a school could not be organized on such principles.

... Young boys need the security of a recognized discipline. Here the school had been fortunate in its choice of Headmaster.⁸

A deep interest of Mr. Johnson's was in the collection of plants and insects. When his collection of slides was given to the academy of medicine in Toronto his cabinets contained no less than 1,586 slides. A student benefitting from the Warden's enthusiasm was William Osler (later Sir William Osler, Regius Professor of Medicine at Oxford), who would accompany the Rev. Johnson on field trips and excursions, then later assist in mounting the specimens for microscopic study.

⁷ Ibid., p. 5.

⁸ Ibid., pp. 6-7.

It was the Warden's custom to read to the boys in the parsonage and, for this purpose, Osler recalled in later years, he often selected extracts from such works as Sir Thomas Browne's 'Religis Medici' to illustrate the beauty of the English language. The 1862 edition of the Religis was the second book the young Osler purchased, probably in 1868. He referred to it more than once in his public addresses and it was the same volume which lay in his coffin fifty-two years later.⁹

William Osler was an extremely gifted student, not only in scholastic achievement, but also in athletic ability. One event in which he excelled was the popular cricket ball throw, in which he is reported to have thrown 115 yards, 'and even now the record is only 5" more than Osler's reputed throw'.¹⁰

One of the great disadvantages of the Weston School was the clay play-ground almost totally devoid of any grass. In order to support the cricket stumps, the boys would pour water on the ground, but as the stumps were shattered by an accurate bowler, great difficulty was experienced in setting them up again.¹¹ Cricket was not the only sport to suffer as the football field, not free from tree stumps or holes, proved hazardous to all concerned; "Tripping was the great trick then",¹² which naturally endangered the safety of all the boys involved. But to the school gymnasts, landing on the hard clay was the greatest fear of all; "The earthen floor was baked as hard as clay can be baked, with

⁹ Ibid., p. 6.

¹⁰ Ibid., p. 15.

¹¹ Ibid., p. 14.

¹² Ibid.

here and there an out cropping of stone."¹³ It appeared that no boy ever allowed himself to fall as it was too serious a matter. 'The gymnasium' was the source of recreation for only the most courageous.

In one corner was a huge frame, open to the sky and the elements, equipped with a horizontal bar so large that little fingers could hardly grasp it; a pair of parallel bars - the bars made of pine plants two inches by six; a trapeze, a pair of rings; a rope for climbing; and a ladder.¹⁴

At this time, games were played against Trinity College, Upper Canada College and Toronto, in both cricket and football. If the games were played in Toronto, the normal practice was an early departure 'starting at some unseemly hour in the dawn' followed by a long, jolting, dray drawn trip, along 'the Davenport Road'.¹⁵ As could be expected, the boys would arrive quite exhausted, which limited their chances of a victory quite considerably.

The Headmaster of the original school at Weston became the first Headmaster of the 'permanent' school at Port Hope. The Rev. Badgley, educated at Upper Canada College, graduated from Trinity College, and then attended Queen's College, Oxford, where he received his Bachelor of Arts degree in 1863.¹⁶ He then became assistant master at St. John's School, Hurstpierpont, Sussex, but influential in his career as a leader in Independent school education in Canada was the time he spent during

¹³ Ibid., p. 13.

¹⁴ Ibid.

¹⁵ Ibid., p. 14.

¹⁶ Ibid., p. 7.

the summer of 1863, "learning how a good church school should be conducted on the long established traditions of the great English Public Schools."¹⁷

Following his five year term of office at Trinity College School, he accepted the position of Headmaster of Bishop's College School, Lennoxville, Quebec. His interest in the sports within a school program was evidenced by his firm belief that half-holidays should not be merely free time. On granting such favours "The concession... was always accompanied by a sternly pronounced condition that the half-holiday should be devoted to football or cricket, according to the season."¹⁸

With the resignation of the Rev. C.H. Badgley, the school was then fortunate to acquire the leadership of a previous Head Boy of Upper Canada College, and the son of the Lord Bishop of Toronto.

To churchmen throughout Canada the name of the Rev. C.J.S. Bethune was almost as familiar as that of his father who had succeeded John Strachan as Lord Bishop of Toronto. On many occasions he was a delegate to the provincial synod. But it was in the role of Headmaster that Charles Bethune excelled. Throughout his term of office he was always able to command the support of his masters, promoting and preserving a healthy tone in a balanced programme of work and play.¹⁹

Throughout his twenty-nine years' association with Trinity College School, the Rev. Bethune (later, Dr. Bethune, when in 1883, an honorary degree of D.C.L. was conferred for his services as an outstanding

¹⁷ Ibid., p. 7.

¹⁸ Ibid., p. 8.

¹⁹ Ibid., p. 29.

Headmaster²⁰) was largely responsible for the growth of the school into a site of twenty acres, and property valued at close to \$100,000 above the liabilities of the school, by the end of the century.

By 1872, as the result of due planning and discussion, a building program was completed with the new school building being ready for occupancy. The original Ward homestead, comprising the Headmaster's office, the kitchen, dining room and some dormitories, was limited in size, unable to house class rooms as well. Consequently a three-quarter mile walk to class rooms located in buildings in the town of Port Hope was necessary.²¹ In 1875, the need for further playing areas was met when ten acres of land adjoining the school were purchased from the University of Toronto and converted into cricket and football fields.

During the 1870's, the Port Hope Times conducted a study of the school. Favourably impressed, the report went on to remark:

On Friday and Saturday night the boys lined up in relays of four for their weekly ablutions in tanks of water heated in the shed. But they made a joke of it and their rollicking good humor on such occasions made life miserable for 'John', the faithful man-of-all-work who supervised the operation. Rural sports, football and cricket playing are encouraged, and no means neglected to make the children happy as well as healthy.²²

By 1899, with the school firmly established, Dr. Bethune made the decision to retire. (In 1890, he relinquished his Headmastership,

²⁰ Ibid., p. 28.

²¹ Ibid., p. 32.

²² Ibid.

becoming the school Warden). The Rev. Arthur Lloyd became Headmaster but his leadership lasted for only two years, from 1891 to 1893, which placed the responsibility again upon Dr. Bethune, for the final years of his administration.

For the two years, 1899 to 1901, the Rev. R. Edmunds Jones was Headmaster.²³ Educated at Oxford, he had been classical master at Oundle School in England, prior to his appointment to Trinity College School. From 1901 to 1903 the Rev. Herbert Symonds, who arrived in Canada from England, in 1860, and had been professor of Divinity at Trinity College, became Headmaster.²⁴ Accepting an invitation, in 1903, he left the school to become rector of Christ Church Cathedral, Montreal.

Administering over the needs of the school to the pre-war period was the Rev. Oswald Rigby, who had been Dean of Residence at Trinity University.²⁵ By 1913, largely due to the death of his wife, the former Ellen Patterson, principal of St. Hilda's College, Mr. Rigby resigned. The ten year period of his office saw the consolidation of the school with the addition of new buildings, including a hockey rink, the reduction of a sizable debt and an increase in the number of students to 150 at one stage.

For some twenty years, the school was then placed under the control of a strict disciplinarian, the Rev. F. Graham Orchard.²⁶ Educated

²³ Ibid., p. 50.

²⁴ Ibid., p. 54.

²⁵ Ibid., p. 57.

²⁶ Ibid., p. 69.

at the St. Paul's School, London, "where William Temple, Archbishop of Canterbury was among his school fellows", Mr. Orchard then attended Cambridge University. Prior to accepting the Headmastership, he had been the owner and Headmaster of St. Alban's School in Brockville. But, when at Trinity College School:

His public image, as seen by the boys of the school, was one of austerity, rigid self-control, unchallenged authority and utter inflexibility. ... It had proved its value in his first years with a turbulent and undisciplined school, and it became, unfortunately, his best known characteristic. Those who saw him off duty realized its artificial nature, for he could lay it aside at a moment's notice. But it made him an austere man when on duty, "the most formidable figure that has ever walked the school corridors."²⁷

In describing the background experience of the School Headmasters it is significant that each, with a single exception, received their initial training in England, and had acquired some experience of the functioning and administration of the public schools. The role of sport was felt to be necessary in the inculcation of sound character and, of course, to assure favourable publicity in the name of the school. Throughout the sixty-five year period, the school passed through many trying times -- fire and complete destruction of buildings, economic depression, and a world war. In spite of these difficult times the sporting life of the school slowly evolved, becoming an integral part of each year's activity.

²⁷ Ibid., p. 70.

Cricket

Regardless of the unfavourable clay 'wicket' of the original school at Weston, cricket from the very early years of the school's history was a favorite activity and always one of the major sports. By 1878, the school had its first proper cricket ground, which became the annual site of many exciting matches in the years that followed.²⁸

In the diary of an early enthusiast of the game, Peter Perry, who later became a coach and master (1880-1887), he described his impressions:

Monday 30th [1870] A match with the First Eleven of the town. They made 52... our largest score was 5, made by Cameron, but we got 26 byes. Our total was 39, leaving them 13 ahead of us. Mr. Harrington umpired for us and Burton for them. The scorer was Mr. Worrell. Mostly all our boys were dressed in full cricket costume with knickerbockers, some with red or grey stockings which looked splendid on the field... [I] hurt my hand from catching a ball. It came awful swift.²⁹

The first game against Upper Canada College was in 1867, but several years lapsed before the next, in 1872, after which the match became an annual event. By 1884 the Port Hope Guide gave a description of the game: "This Eton and Harrow Match of Canada resulted in a disastrous defeat for the U.C.C. boys by an innings and 25 runs."³⁰ It is evident that the game was important to the 'good name' of the school at this time, as professionals were employed to assure the best possible results.³¹

²⁸ Ibid., p. 36.

²⁹ Ibid., p. 22.

³⁰ Ibid., p. 36.

³¹ Ibid., p. 37.

The number of teams played against also grew, which involved the school in due publicity; Toronto-Rosedale, Peterborough, the Royal Military College, Trinity College, Upper Canada College and the school Old Boys.³² Known as the Trinity College School Rovers, the school sent a touring team, beginning in the early 1880's, to play quite extensively throughout Ontario - Lindsay, Bracebridge, Orillia, Newmarket, Hamilton, Guelph and Toronto. The results of this tour were not recorded, but it is obvious that cricket was a feature of the school program, especially as it could involve old boys of the school.³³

During the period of Dr. Bethune's Headmastership, support was given the game largely on account of his own interest. At one time he was commended for "taking as keen an interest in cricket as any one of the boys themselves."³⁴ His brother, the Rev. F.A. Bethune, who taught at the school from 1867 to 1877, was an excellent batsman and made a major contribution to the game. Mr. E.M. Watson, who had arrived with the Rev. Arthur Lloyd in 1891, was also an enthusiastic cricketer. A big and handsome man, he soon gained a reputation as an individualist, a fine cricketer,³⁵ and a highly original teacher. By 1897, he had organized a further tour of the T.C.S. Rovers, which proved to be so successful that the team completed the full batting list in only two of its six matches. (Dyce Saunders, who later gained international fame as a

³² Ibid.

³³ Ibid.

³⁴ Ibid., p. 45.

³⁵ Ibid., p. 42.

cricketer, scored 118 runs in one game during this tour).³⁶

With the commencement of the Little Big Four championships, the game was given the attention necessary for the maintenance of a high standard of play. The arrival of a professional coach and groundsman, Arthur Grace, in 1913, indicated that the future of the game was assured, particularly with the ample success achieved over the years in collegiate competition.³⁷ Regardless of the subsequent decline in the popularity of the game throughout Canada following the war, there was little room for doubt as to the place, and pride, taken in the game, which the school came to enjoy. Known as the 'cradle of school cricket in Canada',³⁸ during the early 1890's, by the beginning of the post-war period it was undoubtedly, still 'one' of the cradles of school cricket.

Football

It is difficult to define the code of football played in the first years of the school.³⁹ At Weston, with the hazardous playing field with tree stumps and holes, mention was made of the popularity of 'tripping'. This would indicate the playing of association rules; but when the Rugby code of rules was first introduced is not known. It is

³⁶ Ibid., p. 45.

³⁷ Ibid., p. 77.

³⁸ G.G.S. Lindsey. Dominion Illustrated Monthly, June 25, 1892, p. 161.

³⁹ Kevin G. Jones. Sport in Canada 1900-1920, (Ph.D. Thesis, University of Alberta, 1970), p. 91.

almost certain, however, that Rugby became the fall game by the early 1870's.

The first annual game against the Old Boys was played in October of 1881.⁴⁰

Rugby football continued to be played in the early years at Port Hope on playing fields that were not much of an improvement over Weston. In 1881 the Old Boys' annual game was inaugurated, and the local newspaper predicted the school would give a good account of themselves. The next day, October 22, J.R. Montizambert, a master, captained the school team, and in the presence of some four or five hundred spectators, the school emerged victorious notwithstanding the size and weight of the visitors. Constant practice and good condition, it was implied, won the day. The game being played was, of course, English rugger.⁴¹

February of 1895 marked a tragic date for the school when fire destroyed the buildings, with the exception of the Headmaster's Lodge and the gymnasium.⁴² Although the life of the school was disrupted, the football team managed one of its best seasons to that point. The game against Upper Canada College was, as a consequence, a school victory, in more ways than a sporting success alone. The annual game against Upper Canada College, however, had been coloured by earlier tensions which had since been overcome. The first game, played after a period of wet weather in 1883, totally involved the earnestness of the boys; newly provided canvas duck sweaters became coated with mud, preventing the distinguishing of players; consequently "the game erupted into a

⁴⁰ Humble, op. cit., p. 37.

⁴¹ Ibid.

⁴² Ibid., p. 42.

memorable 'free fight' that ended further matches between the schools until 1891..."⁴³ The team thus had to be content with local competition, together with their heavier Trinity College and Old Boy opponents.

With the commencement of the Little Big Four competition, a shattering experience ended the team's chances of success in their first game. To play any sport away from 'home' was an exhausting task, as the boys were transported by horse and dray, until well after the turn of the century. The departure for the 1900 game involved the team in an accident when the horse-drawn vehicle broke its 'pole straps', careened down a steep hill and rolled into a ditch at the bottom.

When the boys finally managed to extricate themselves in the darkness and rain, no one seemed seriously injured.

...The result was a 35-0 victory for Ridley. The team, reported 'The Record' sadly, had never played worse even in practice. No mention was made of the fact that they had spent an almost sleepless night as the aftermath of their hair raising ride.⁴⁴

The key man in the scrimmage had been injured, consequently little hope was held for a victory, which proved disastrously correct. But throughout the following years, football maintained a position of intense interest within the life of the school.

The 1926 season was particularly memorable as the team not only broke a slump of defeats over the previous several years, but it was coached by a future Headmaster, Dr. P.A.C. Ketchum (1933-1962).⁴⁵

⁴³ Ibid., p. 38.

⁴⁴ Ibid., p. 52.

⁴⁵ Ibid., p. 84.

Throughout the period, however, the successive teams acquired a fine name for good sportsmanship, despite the slumps in team performance.

Hockey

During the winters throughout the early years, skating was a popular pastime on Duck Harbour, a portion of Lake Ontario situated close to the school.⁴⁶ By 1890 the trip away from the school was not needed as a new rink was constructed, and a hockey club formed.⁴⁷ By 1908, the school entered a team in the Ontario Junior Intercollegiate League, where it was considered to be in a far higher class than either St. Andrew's or Upper Canada College.⁴⁸ The sport had gradually gained its enthusiastic supporters, and by this time was considered to be the most popular game.

As enthusiasm and skill improved, it was realized that the need for a covered rink was becoming quite acute. The Old Boys then conducted a fund-raising campaign and soon were able to erect a rink for the 1912 inter-form season.⁴⁹ As a consequence inter-form games became popular, forming a sound base for school teams. The 1915 year was particularly successful with victories in thirteen games.

The outstanding feature of Trinity College School, with regard to hockey, was its large rink. Soon after erection, it was considered the

⁴⁶ Ibid., p. 42.

⁴⁷ Ibid., p. 58.

⁴⁸ Ibid., p. 62.

⁴⁹ Ibid.

largest in Ontario, which naturally made a marked difference to the performance of visiting teams. Without the aid of substitutes, teams were forced to struggle across tiring distances which, of course, were handled with little effort by the 'home' team.

Track and Field

Athletic sports were the most popular events of the year at the first school at Weston. 'Games' were held in autumn and spring "with much pomp and ceremony and were well attended by parents and friends, as they continued to be long after the move to Port Hope."⁵⁰ The events included a mile Steeple Chase, with the handicap of thirty yards for each year, hop races, hurdles, pole vault, throwing the hammer, high and long jump, together with the 100 yards, 220 yards and 440 yards.⁵¹ It would be safe to suggest that the clay surface, treacherous as it was for cricket and football, was a decided asset to the athlete.

With the move to Port Hope in 1868, the games continued in a similar manner. In the diary of Peter Perry for Monday 13th, 1870, the 'inevitable' accident is vividly described:

We had our games today which came off very well except one bad accident. Cummings in jumping the long jump dislocated his arm. It was very bad. Mr. Harrington and Kerchoffer pulled it in again, and Harry Ward ran for the Doctor who when he came up, set it, and put a splint on each side. It hurt Cumming awfully. I was Dr. Dewar's fellow physician.⁵²

⁵⁰ Ibid., pp. 14-15.

⁵¹ Ibid.

⁵² Ibid., p. 24.

No doubt such incidents occurred with equal regularity throughout the period. But to balance such distress, the life of the Boarding school boy was marked by pleasanter moments. The Games' day on many occasions was continued into the evening with a concert and distribution of prizes to the winners of the day's sport. A further diary account described the prizes which appear to be quite valuable, thus creating a tradition of importance to the athletic events. Such awards as a silver cup; a splendid gold pencil; a match stand; a dressing case and a splendid riding whip; an alarm clock and a razor; two flasks and a pencil case and a cane, were carefully recorded, together with the fortunate recipients.⁵³

The track and field events became very popular throughout the years. "From the days when the name of William Osler dominated the track and field events at Weston, sports day at T.C.S. has been one of the highlights of the athletic year."⁵⁴ The number of boarders in residence was a fluctuating figure throughout the period, indicating the rise and fall in popularity of the school, but one event which appeared to acquire consistent popularity despite the fluctuations in school organization was a traditional athletic meet. Records set, house team victors, champion athletes of the school, all exemplify school-boy spirit, which can readily be observed by the numerous parents visiting the school. Perhaps no other event in the life of a private school has this special quality.

⁵³ Ibid., p. 23.

⁵⁴ Ibid., p. 178.

From the early 1870's, an event which has always been popular is the annual cross country run. One of the masters, the Rev. F.A. Bethune, had set a tradition by the time he left the school in 1876. Each Autumn he would take a senior boy with him, and acting as the 'Hares' they would set a paper chase, which was soon followed by the 'Hounds'. The hilly terrain surrounding the school was ideally suited to such activities, hence outdoor sports were popular and were enjoyed regularly.

Other Sports

Cricket and football were undoubtedly the major sports of the school occupying the interests of a majority of boys. As has been the case in almost every instance, the sporting innovations have been almost directly proportional to the enthusiasm of interested masters. One question which was often dependent upon the Headmaster was that of 'Football or Soccer'? Football had become expensive, the demands on coach and players were gradually increasing, hence by the late 1920's this question became quite crucial for many years to come. In each crisis, however, the popularity of football was maintained by the enthusiasm of the masters responsible for the game. Soccer, as in most private schools, maintained the status of a recreational activity only, enjoyed after the completion of the football season.

Basketball was played at the school from the early years of this century but, by 1912, it was given considerable prominence.⁵⁵

This, however, was only as an off-season sport, as hockey was 'the'

⁵⁵ Ibid., p. 62.

game; over the period basketball gained support but never assumed a place of real popularity. The gym instructor, Mr. Stirling (1910-1916) was responsible for organizing the game during his time at the school, but after this, its status was as a minor sport.

Tennis was played on lawn courts, with an annual tournament, a popular event from the early years of this century. By 1926 the Old Boys saw the need for squash courts and, not many years later, a boy of the school, Argue Martin, was Canadian amateur champion.⁵⁶ Fives was also played, which is a possible reason for the relative success in all 'ball and racquet' games throughout the years.

During the first three years of the school's history, its daring gymnasts were introduced to the sport. The old wooden structure was obviously a delight to any active school-boy. After the school moved to Port Hope, gymnastics became a major indoor activity, with a special emphasis upon display work. The parallel bars would support numerous gymnasts in various balanced positions. Competitive gymnastics became very popular toward the end of the period and, by the early 1930's, the school had become noted for its fine work. The following description of a rather grand school undertaking in 1933 brings this out adequately:

The Board also approved Dr. Orchard's plan to take the whole school to Montreal on February 24th for the purpose of putting on a gymnastic and physical training display to foster interest among the school's Montreal friends... .

The senior squad distinguished itself on the horizontal bar, parallel bars, vaulting horse, and at tumbling.

⁵⁶ Ibid., p. 97.

Probably the best of the four was the parallel bar work at which a team of 16 performed with grace and agility. Several of the movements on this apparatus were more difficult than might be expected from school boys.

Eighty boys were seen in the final physical training display in which routine movements were performed together in a way that made the number quite stirring.

Sergeant-Major Batt, who had been in charge of the work for the past twelve years, was highly praised for his efforts.⁵⁷

Training boys, with an emphasis upon displaying their acquired skill, was obviously a popular means of instruction. The formal 'Gym Lesson' was still based upon a precision which had of course emanated from the 'Drill and Calisthenics' days.

Boxing, wrestling and fencing were popular activities, receiving support from masters at varying times, hence fluctuating in importance.⁵⁸ Fencing was quite popular at the turn of the century; a feat long remembered at the school was the single-handed victory of, now, Mr. Justice P.H. Gordon, in the single stick event. (Although possessing only one arm, Mr. Justice Gordon, on one occasion, won all track events at the one meet).⁵⁹

Boxing was, of course, a regular 'phenomenon' from the beginning years at Weston, but in 1917, the Bradburn cup was introduced 'and the sport began to thrive'.⁶⁰ It remained quite popular, with regular

⁵⁷ Ibid.

⁵⁸ Ibid., p. 78.

⁵⁹ Ibid.

⁶⁰ Ibid.

competition, but due to a boy receiving a serious head injury, this was discontinued in 1953.⁶¹ Wrestling, introduced in 1910, was soon afterwards a major gymnasium activity, providing part of the indoor program in the years that followed.⁶²

Outdoor activities of an organized nature did not receive recognition during the period. But, in 1941, the school was given a forty acre site in honour of a past pupil (Pat Moss, who was killed during the war) and here, skiing and camping became an integral part of the school life.⁶³ One event which became popular as early as the 1870's was skating on Lake Ontario. "In true explorer fashion the boys at that time inscribed the fact of their achievements on the lighthouse, now regrettably removed."⁶⁴

Masters in Sports

Throughout the sixty-five year period, many masters made valuable contributions to the sporting life of the school. These included F.A. Bethune, W.E. Stirling, Stuart Geldard and S.J. Batt.

Rev. F.A. Bethune

Brother of the Rev. C.J.S. Bethune, Headmaster of the school (1870-1899), the Rev. F.A. Bethune was in charge of the sports at the school

⁶¹ Ibid.

⁶² Ibid., pp. 62-63.

⁶³ Ibid., p. 135.

⁶⁴ Ibid., p. 106.

during his term of office from 1867 to 1876.⁶⁵ Described as one of the most lovable of men, he was an excellent cricketer and footballer. One of his duties was to give the boys drill, which, Peter Perry explains in his diary, took place in the morning at 9 o'clock, (Saturday 30th, July, 1870).

Indicating the typical school boy reaction to previous disciplining, Peter Perry writes of Fred Bethune (Sunday, 10th, August, 1870):

We had no divinity, Dr. O'Meara gave out that Frederick Alexander Bethune would be ordained a priest if no person had anything to say against him being ordained a priest. So all the boys said they would write to the Bishop and say that he caned them when they did not deserve it.⁶⁶

The Rev. Bethune retired due to ill health in 1876, and in 1877 he died. A fund was raised to provide a scholarship in his name; his contribution to the active life of the early school had been most extensive, particularly in cricket and football, but also in Hares and Hounds races and of course, the Annual Games.

W.E. Stirling

Arriving at the school in 1910, Mr. W.E. Stirling became a very popular gym instructor.⁶⁷ He taught at a time when innovations were highly acceptable in many sports. His major contribution was to the indoor sports, and it was evident that he took his job most seriously.

⁶⁵ Ibid., p. 9.

⁶⁶ Ibid., pp. 26-27.

⁶⁷ Ibid., p. 199.

The young school had (by 1910) its own football ground, outdoor rink and tennis courts. Gymnastics, boxing and instruction in shooting were done by Mr. Stirling, the school physical instructor. Stirling's gym periods were varied: he taught the boys wrestling and introduced basketball to the school. The youngsters took to his boxing lessons so eagerly that the widely hailed 'manly art' became a top sport.⁶⁸

Stuart (Sam) Geldard

A man who became an identity within himself alone, despite his contribution to sport, was Mr. Stuart 'Sam' Geldard. He was a graduate from Cambridge and taught mathematics and French, "though he was not always at his best with the slow or the indifferent".⁶⁹ His coaching in cricket and football and gymnastics explains his versatility. Furthermore, he used the ability he did have as an example to his students.

Sam Geldard ruled, sometimes with a rod of iron but always fairly. For twenty-one years his tall, stooped figure was a familiar sight on T.C.S. landscape as he marked out the tennis courts, worked to flood the covered rink, moved along the Lower Flat at bedtime calling "last lights", read to his boys in their dormitories, or skillfully performed at tennis and squash. Few school masters can have evoked more spontaneous affection among those they served.⁷⁰

In 1935, Geldard left Trinity College School to open a tutorial school with a fellow master from the school, in Montreal.⁷¹

⁶⁸ Ibid.

⁶⁹ Ibid., p. 74.

⁷⁰ Ibid.

⁷¹ Ibid., p. 108.

S.J. (Johnnie) Batt

By 1959, the school had long received the services of a most successful 'gym master' and Cadet Commander in Squadron Leader S.J. 'Johnnie' Batt.⁷² Arriving at the school in 1921, he soon developed a tradition for perfection in gymnastics, and in 1934 the school team won the Ontario Gymnastic Championship.⁷³ Some years later, he also instructed the school rifle shooting team to a second place in Canada in the Imperial Challenge Shield. One of his major interest, however, was in boxing:

The arrival of Sgt-Major 'Johnnie' Batt as physical training instructor in 1921 further stimulated interest in the sport and for the next forty years his familiar figure could be seen as he sat beside the ring, his keen eye following every move, always alert to stop the bout if the match became too unequal.⁷⁴

The very high standard of performance in the indoor sports was maintained by 'Johnnie' Batt, and typical of many teachers in the private school, his contribution lasted for nearly two generations, a period of thirty-eight years.

After the difficult beginning, Trinity College School developed into a school of great tradition and continued sporting success. Cricket was its major claim to fame during the 1870's and 1880's. Then, as with all long-standing institutions, it passed through times of destruction by fire and depression which tested its true quality. In spite of severe hardship, however, a continuity and answer to the challenge was always

⁷² Ibid., p. 78.

⁷³ Ibid., p. 111.

⁷⁴ Ibid., p. 182.

found which, by 1930, had enabled the emergence of traditions in many sports to be a notable feature of the school.

SUMMARY

The founder of Trinity College School, the Rev. W.A. Johnson, was dissatisfied with the existing educational system within the province, and set about to establish a small school in which he could educate his own sons to his satisfaction. Three years after the founding, the school moved to Port Hope on Lake Ontario.

The Rev. C.H. Badgley, first Headmaster, was followed by a succession of predominantly British men, who promoted the athletic tradition in which they had matured. One exception was the Rev. C.J.S. Bethune who had been a Head Boy at Upper Canada College.

The new school slowly took shape, and by the 1890's was recognizable as an institution of prestige fostering typically British methods of training with great faith in the value of team games.

Gymnastics was a particularly popular activity, and from the earliest years cricket, soccer (later rugby) and track and field events were keenly promoted. Often referred to as the cradle of school boy cricket in Canada, Trinity College School joined Upper Canada College in establishing a Canadian equivalent of the British public schools.

CHAPTER VI

RIDLEY COLLEGE, ST. CATHARINES

On September 16th, 1889, Bishop Ridley College opened its doors to its first student.¹ Just one year before a founding meeting was organized by Dr. James Sheraton, Principal of Wycliffe College. A resolution was moved and passed that a church school for boys conducted on evangelical and protestant principles was "imperatively demanded to meet the pressing needs of our church at the present time", to prepare the youth "who now go elsewhere for a subsequent education in the University of Toronto and in Wycliffe College."² This decision ended five years' discussion, and initiated the work of numerous dedicated clergy and laymen. A Board of Directors was then formed,³ a Principal selected and a suitable building acquired.⁴

Committee nominations resulted in the selection of a young Anglican clergyman, the Reverend J.O. Miller, as the school's first Principal.

He was not only to labour prodigiously to launch the new school, it was John Ormsby Miller who was to mould and guide Ridley from its first day, instilling his principles and integrity and impregnating the school with his own great faith and unquenchable spirit. His personal imprint was to become indelible, so that all who graduated from Ridley took away something of him.⁵

¹ Much of the primary and secondary source material found in this chapter was obtained from the school history - Kim Beattie, Ridley - The Story of a School, (St. Catharines: Published by Ridley College, 1963), p. 36.

² Ibid., p. 2.

³ Ibid., p. 5.

⁴ Ibid., p. 11.

⁵ Ibid., p. 4.

The son of an Anglican clergyman of Liverpool, the twenty-seven year old Principal-elect had arrived in Canada at the age of fifteen.⁶ After working for several years, he then taught at a country school near Whitby, after which he began working his way through arts and theology at the University of Toronto and Wycliffe College. During the course of his academic training he had edited the Varsity and the University of Toronto Yearbook. Before accepting the Principalship he was associate editor of the Evangelical Churchman.⁷

The school building finally selected was a solidly built red-brick building - the Springbank Sanatorium. The four-storey home of the new school was surrounded by spacious lawns, which were early transformed into tennis courts and playing areas for the boys.

By late spring in 1889, the Principal had personally been responsible for collecting \$49,000, "achieved largely by personal bell ringing".⁸ The school buildings were then renovated, part of which was the conversion of the sanatorium laundry into a gymnasium. Many duties had to be performed; selecting the school motto (this was changed in 1900 to Terar Dum Prosim, 'may I be consumed in service'),⁹ the school grace, the school song, all of which seemed incidental to the supervision of builders, carpenters, plumbers and gardeners.

⁶ Ibid., p. 17.

⁷ Ibid.

⁸ Ibid., p. 18.

⁹ Ibid., p. 21.

But his most pressing duty was the selection of the first staff.¹⁰

The men carefully selected, were:

H.J. Cody, B.A., University of Toronto, Classical Master.

F.J. Steen, B.C., University of Toronto, Modern Languages
Master.

W.H.B. Spotton, B.A., University of Toronto, Mathematical
Master.

The Reverend W.J. Armitage, Wycliffe College, Religious
Instruction.

All were quite new to teaching but each had achieved high academic standing as students.

Known as 'The Captain', George Thairs was the school bursar and first drill instructor, probably because he was adjutant of the 19th St. Catharines Battalion of Infantry.¹¹

The duty to surpass that of all others, however, was the informing of parents of prospective students, who would ultimately form the school number. As an advertisement included in the Toronto Globe, for some months intimated:

Bishop Ridley College
St. Catharines

Pupils prepared for universities, professions and for
business.

Unrivalled physical advantage.

...apply to Rev. J.O. Miller, M.A., Principal.¹²

¹⁰ Ibid., pp. 24-25.

¹¹ Ibid., p. 27.

¹² The Globe, Toronto, June 1889.

It was natural to base, in part, the policies and operational methods upon those of Upper Canada College and Trinity College School. By 1889 these were firmly established by time, yet Upper Canada College was somewhat uncertain of its future due to the political controversies relating to land endowments.¹³ Again, as could be anticipated, the structure of the English public schools was taken into account, but "the new school was organized to incorporate the best operational features of several English boarding schools, with none taken as the specific model."¹⁴

Regardless of the original educational philosophy of the founders, one feature which was to prove instrumental in the college's later success, yet initially, a difficult problem, was the location of the school.

The founder's principle stipulation about a site had been that the college should not be in one of the growing industrial cities, but amid the peace and more tranquil life of one of Ontario's small cities or larger towns.¹⁵

St. Catharines was chosen as it did have convenient road and rail communications, and in summer, lake steamers to Hamilton and Toronto. But this did not make the Principal's task any easier. Advertisements, replies to parental questions, often trips to Toronto, all made his responsibility a challenging and tiring obligation.

Once underway, the school soon settled into a steady routine, and only time would prove the effectiveness of the Principal's early efforts.

¹³ George Dickson and G. Mercer Adam. A History of Upper Canada College - 1829-1892, (Toronto: Rowsell and Hutchison, 1893), p. 44.

¹⁴ Beattie, op. cit., p. 29.

¹⁵ Ibid., p. 6.

The school founders firmly believed another residential private school was needed in Canada, to cater for the needs of those with particular ambitions to have their sons educated along sound religious principles. Furthermore, the belief was that a residential school did have advantages over the normal day school. As Beattie explained:

A boy can be given guidance twenty-four hours a day, and it can be very close to individual moulding. ... Boys learned to live with each other, and to be tolerant and helpful to others. Authority tried to further this democratic spirit by making sure the boys always felt they were on the same footing.¹⁶

In connection with this attitude, it is interesting to read of the school's attempt to foster support from the Toronto population and, no doubt, the other cities of Ontario as a whole.¹⁷ It was a deep concern of the Principal to be selective; to obtain the best students possible for his school, but first the number of applicants had to be sufficiently large to enable such a choice to be made.

An advertisement in the educational section of the Toronto Globe, stated:

Bishop Ridley College
St. Catharines, Ontario.

A high grade school of the first class for boys. Pupils prepared for entrance to the universities. ...

The undoubted advantage of the college as to location and the excellence of its staff commend it most favourably to those who contemplate sending their sons away from home.

Special attention is paid to moral training. The facilities for physical development are unrivalled in Canada. Cricket ground of eight acres, well equipped

¹⁶ Ibid., p. 41.

¹⁷ Ibid., p. 32.

gymnasium, four tennis courts, boat house, bathing crib, etc., etc.

Rev. J.O. Miller M.A., Principal.¹⁸

From the outset "sport was frankly emphasized at Ridley".¹⁹ During his planning efforts Mr. Miller had been concerned about the equipment for the gymnasium. A number of people had inquired as to the facilities for 'physical training', and in the school prospectus he had clearly stated that a "specialty"²⁰ would be made of "physical culture" and that it would be "the aim of the authorities to develop in every boy a sound physique."²¹ He had hoped to acquire tumbling mats, horses, parallel and swinging bars and rings, enough dumbbells and clubs for class exercise "and a lot of other things"²² but at first he encountered difficulty in obtaining these.

Although later changed to "expected to take part in games",²³ one of the early principles laid down in the school prospectus was "masters will take part in games."²⁴

The Headmaster believed that masters should take an athletic as well as a scholastic role if they could; he felt their presence on the playing field aid master-student relationship, added to institutional cohesion, and demonstrated to the boys that

¹⁸ The Globe, Toronto, September 2nd, 1892, p. 3.

¹⁹ Beattie, op. cit., p. 46.

²⁰ Ibid., p. 14. This was an explicit aim.

²¹ Ibid.

²² Ibid., p. 33.

²³ Ibid., p. 84.

²⁴ Ibid., p. 14.

scholarship and athletic prowess could be linked.²⁵

Perhaps one of the most unique features of a private boarding school is the marked influence individual masters have over the development of particular sports included in the program. This was certainly evident in the sporting history of Ridley College as, by 1930, numerous masters had been responsible for nurturing a rich heritage of sporting tradition within the school. (See section on 'Masters in Sport' at the end of this chapter).

There were several features associated with the attitude toward sport which, to a large extent, were still evident by 1930. It was considered that "the real value in competitive sport was always seen to be in the strength of body and character it moulds into boys."²⁶ Furthermore, it was considered that sport could function as an all-encompassing influence, for "out of the excitement and struggle of hard played games... must come that intangible but invaluable force called school spirit."²⁷ In the earlier years, there was one ardent belief, agreed upon in full by the Headmaster. "Vigorous and constant athletic exercise for boys was the best antidote he knew to the natural curiosity of teenagers about sex."²⁸ Finally, full participation in sport increased the probability of developing strong school teams. "Ridley always saw the worth of high athletic repute, for it made the school

²⁵ Ibid., p. 85.

²⁶ Ibid., p. 47.

²⁷ Ibid., p. 48.

²⁸ Ibid.

a desirable institution to attend."²⁹

A factor which did affect Ridley sporting history was the small school population.³⁰ In order to excel, a limited number of sports could be offered in the hope that competition for team positions within the school would increase. Consequently, the major sports were cricket, football and hockey, with track and field and tennis being played to a lesser extent. By the 1920's, basketball had become a major sport.

Cricket

Cricket at Ridley College will always be associated with the name of its first Headmaster. Mr. Miller was an ardent and accomplished cricketer, and from the first, gave the sport his fullest support. Before the snow had cleared in the first year he had arranged for bowling practice in the school gymnasium, and by 1891 a cricket house was built on "Hainer's Western Hill"³¹ on the opposite side of the Welland Canal, which passed by the early school.

Although cricket was a most popular game in Canada at this time, it is interesting to observe the influence of the Headmaster. He was obviously in a position to popularize the game by arranging for inter-school matches, providing coaching, allowing adequate time for practice, all of which would perhaps have been partially neglected without his interest and authority.

²⁹ Ibid., p. 46.

³⁰ Ibid., p. 47.

³¹ Ibid., p. 46.

Despite the popularity of cricket, the boys still had to be taught the basic skills from the beginning; "they would join Ridley with a knowledge of lacrosse and baseball, but not of cricket, batting and bowling."³² The first recorded match was against Toronto Church School in June, 1891.³³ But added attention was devoted to the game with the acquisition of a cricket professional, Mr. Dakers, in 1892. He, together with a newly arrived master from England, Mr. H.G. Williams, not only coached the teams, but also played with Dakers in one game, taking 7 wickets for 15 runs.³⁴ The teams played during the early years included Welland, East Toronto, Hamilton, Boston, Trinity College School, Upper Canada College and Toronto Church School.

By 1896, the Headmaster felt the boys should stand alone so he retired from their team, obviously having faith in their own ability. The other masters also retired from the team and it was noted that the school team's batting average had nearly doubled over the previous year's, yet the highest individual average was still only 13.5.³⁵

In 1901 Ridley played the newly established St. Andrew's College, this match being part of the first year of the Little Big Four championship.³⁶ Ridley's cricket record was most successful in this fixture. Between 1911 and 1925 the school failed to win the championship in 1912,

³² Ibid., p. 72.

³³ Ibid., p. 73.

³⁴ Ibid., p. 93.

³⁵ Ibid., p. 133.

³⁶ Ibid., p. 203.

1918 and 1924, and in twelve years, lost only four games.³⁷

In 1917, the arrival of Lancashire cricket professional "Uncle" Tom Coburn added great interest to the game. He was responsible for maintaining the grounds as well as coaching the team. His position gave evidence to the fact that although the game had lost much of its following in Canada, it was preserved as a valuable part of the school program, and remained as such throughout the ensuing years.

Football

It would be quite understandable for a young Headmaster, of a new school, to emphasize the academic to the relative exclusion of the athletic, in order to acquire the security of parental approval that the school did have educational potential. But to Mr. Miller, a healthy sports program was equally as important as a sound scholastic foundation. Football, he felt, demanded the manly qualities he was striving to engender into his boys.

His initial problem was the lack of an adequate playing field. There was no area available "except among the rock and holes of a cow pasture",³⁸ which increased the hazard of serious injury. Despite this difficulty the teams did practice and the first games played were at home and away against Hamilton Victorias. (The team was beaten 60-0 and 40-0!).³⁹

³⁷ Ibid., p. 423.

³⁸ Ibid., p. 49.

³⁹ Ibid., p. 50.

Evidence of the part football was to play in the life of the school was exhibited by "a mass exodus on October 3, with virtually the entire school crossing the lake to Toronto to see the college play the renowned Canadians in the first match of the year."⁴⁰ But in spite of the enthusiasm, a further problem was the lack of experienced coaching. Mr. Steen had played the game but was not experienced in the difficult task of coaching. During this third season in 1891 the school first met their longer established opponents, Upper Canada College and Trinity College School.⁴¹

The development of a tradition was also established in this year when the first present students versus Old Boys' game was played.⁴² These games became something of an institution, maintaining a tradition which performed the valuable function of fostering past-pupil interest in the well-being of the school.

Closely associated with the history of football in the school is the succession of masters who had not only coached at Ridley, but had made names for themselves in the university arena. These men were: G.B. McLean, W.C. Mitchell, A.F. Barr and H.C. Griffith.

Noted for his punting ability whilst at Varsity, Mr. G.B. McLean arrived at the school in 1891 as a new assistant English master.⁴³ But although it was only the third season, it seemed that school spirit could

⁴⁰ Ibid., p. 81.

⁴¹ Ibid., p. 82.

⁴² Ibid., p. 83.

⁴³ Ibid.

be bred on nothing less than true victory. By 1895, however, the arrival of W.C. Mitchell began something of a "transformation which only skilled coaching can achieve with a football team."⁴⁴ Mitchell had also been a talented Varsity player.

The value of a school team in promoting school spirit was easily evident in 1897. For the first time, a victory over Upper Canada College was achieved.

The pandemonium which rocked the school on the bank of the Welland Canal that night was perhaps never quite matched in their delirious joy in all the years of Ridley's triumph to come on an athletic field.⁴⁵

But the 13-10 victory was not accepted without due regard to the coaching which inspired the team. At the outset, the arrival of a new junior master was eagerly anticipated.

Next came a famous coach, a historic man in Ridley's eyes. He was A.F. Barr, a junior master, fresh from coaching the great varsity football teams of 1895 and 1896. He made football history, or at least his Ridley teams made it. He was ultimately to be the Reverend A.F. Barr, but he always remained "the great Biddy Barr" to the school.⁴⁶

Barr became a dedicated supporter of Canadian football, offering encouragement to his colleague, Thrift (J.T.M.) Burnside, in the struggle for rule changes to gain greater control over the game.⁴⁷

⁴⁴ Ibid., p. 149.

⁴⁵ Ibid., p. 152.

⁴⁶ Ibid., p. 149.

⁴⁷ Ibid., p. 180.

A figure who became as much a part of Ridley football as the spirit of the game itself, H.C. Griffith, was one of the original first year boys.⁴⁸ Leaving for Trinity University in 1895 he returned to Ridley in 1899 for eight years, forming the basis of his coaching career, which followed, first with the Varsity team from 1907-11, coaching the first Grey Cup winner, and from then on many subsequent Ridley teams. In June, 1921, Dr. Griffith became Headmaster of the upper school.

The birth of St. Andrew's College, in 1899, marked the beginning of a unique and time-honored feature of the four major Ontario private schools. The Ridley Seconds played the new St. Andrew's team,⁴⁹ but the following year the best from both schools met on the football field.

In football that autumn of 1900, Ridley played a school team from one-year-old St. Andrew's College, to herald the birth of the Little Big Four, the unofficial "league" whose four schools would now compete year after year for a mythical trophy, but a fiercely contested inter-school championship status which was very real.⁵⁰

By 1930, Ridley football teams had experienced some moments of satisfaction, as many outstanding players were to play their part in some great victories. The interest of the whole school was always focused on the enthusiastic efforts of the teams, particularly in the L.B.F. competitions.

As early as 1903 (the year of the Ridley fire in October, after which the new school was established on the Western bank of the Welland -

⁴⁸ Ibid., pp. 148-149.

⁴⁹ Ibid., p. 182.

⁵⁰ Ibid., p. 193.

the old Hainers reserve) the old-boys' teams exhibited the high standard attained by the boys in the senior teams of Ontario. The old-boys' team consisted of:

Casey Baldwin (Varsity); A Trimmer (Argos); Courtney Kingstone (St. Kitts); F. Hobbs (London); P. Suckling (Wellesleys); H. Bourne (Galt); Wesley Lumbers (Toronto); S.C. Snively (Varsity); Pete Haverson (Argos); L. Young (Varsity); T. Dalton (Toronto); F. McGiverin (Varsity); A.C. Snively (Varsity).⁵¹

Many other fine players acquired the basic skills of the game and, by 1930, it was evident that the enthusiasm for football over the years had moulded a true school spirit. Literally hundreds of old boys, each year, would make the effort to support the school in its earnest struggles against the opposing local teams and the other colleges.

Hockey

Being located alongside a canal, Ridley had a perfect environment for the enthusiastic hockey player, and from the first winter, hockey was a favorite game.

The story of hockey's struggle to reach the status of a major sport in the independent schools runs all through Ridley's years. The Headmaster saw there was intense enthusiasm among the boys for the game, and encouraged it. He liked it for Ridley because, like lacrosse, it was Canadian, and thus off-set the strong English character of cricket without diminishing cricket's importance. The hockey enthusiasts soon discovered they were a long stride ahead of hockey's development in the schools, and ahead of organized hockey generally.⁵²

⁵¹ Ibid., p. 225.

⁵² Ibid., p. 50.

The significance of Ridley's enthusiasm for hockey is evident in the qualities of the game, ideally suited to Canadians. Speed, vigour, whole body activity, together with a high degree of skill in skating and puck handling, comprised features of the game which have become endeared to a population forced to endure a long, harsh winter. Today the short spell on the ice, with action and skillful application of ability, are a substitute for the running ball games of other nations. But as late as 1930, the hockey player was on the ice for the whole game, a test of endurance and concentration perhaps greater than most modern players could bear.

The Ridley hockey player of the early years, was a dedicated lover of the game.

Only their knitted mitts protected their knuckles from slashing sticks, and those heavy hickory shillelahs could flail about in fearsome fashion in the hands of a boy uncertain on his skates.⁵³

To be able to play, the ice had to be scraped by the boys, which often took an hour in the early chill of a winter's morning. The equipment used was of minimum protection. A stone was often used for a puck, a rolled newspaper for shin pads, until cricket pads were used in the early nineties.⁵⁴ The spring skates, which came off with infuriating frequency were extensively used, but for the baulking and turning in a hockey practice, they were not the ideal blade construction at all.

Over the first few years, the game became a vital part of school life. The rink, so carefully prepared on the side of the canal, was the

⁵³ Ibid., p. 52.

⁵⁴ Ibid., p. 51.

site for crowds of boys, to the point of necessitating a schedule allotting ice time to the form games, to practices, and to the pleasure skaters.

By 1893, the first game was arranged against Hamilton which was lost by a score of 5-2, and in 1895 another game was organized, against the Trinity College seconds. At this time, a major frustration was the difficulty of obtaining competition. Trinity College School explained they "must not be away from home in the winter",⁵⁵ and Upper Canada College was "up to its old tricks of not answering our challenge."⁵⁶

By 1899 the old Boys played the "competition starved"⁵⁷ team for the first time, and with the aid of Mr. Griffith and Mr. Hendry, together with Walt Caldecott, the goalie -- "He refused to stand upright under the puck storm!"⁵⁸ -- the old boys were defeated 16-2.

Games played against the other schools were most infrequent over this period. The first game against Trinity College School was not until 1929, and irregular contests with Upper Canada College were 1896, 1919, 1923, after which regular games were played. The major difficulty was the participation in local leagues, prohibiting anything but practice matches with the other schools.

In the district competition, games were being played by 1914 against such teams as:

⁵⁵ Ibid., p. 120.

⁵⁶ Ibid.

⁵⁷ Ibid., p. 182.

⁵⁸ Ibid., p. 183.

The Shamrocks' of Niagara Falls; the 'Thorold Rovers'; the St. Catharines Rovers; the Niagara Falls Rovers; the La Fayette High School of Buffalo; the St. Catharines, Niagara Falls and Welland Y.M.C.A.'s; the 'Lyceums' of Niagara Falls; the 'Bankers' of St. Catharines and the Old Boys.⁵⁹

By this time, too, the game had attained a prestige within the school which was to last throughout the following years:

To win your hockey colours was a proud thing, and the hockey captain was always considered (at least in the hockey season) to be as big a man on the Ridley campus as the football and cricket captains, who had the mythical Little Big Four crowns to enhance their repute.⁶⁰

September, 1902, marked a momentous occasion for the hockey players, as this month saw the opening of the new Nicholas Hall, the covered rink.⁶¹ In 1917 this building was ruined by fire, and was replaced to be available for the 1919 season. Throughout these fifteen years, the first covered rink saw the game grow into a dominant winter attraction in true Canadian style, equally as popular as the fall and summer sports of football and cricket.

Track and Field

The Annual Games saw a progressive increase in popularity to the beginning of the war years. Team games were always the predominant interest, but at various times efforts were made to promote track and

⁵⁹ Ibid., p. 288.

⁶⁰ Ibid.

⁶¹ Ibid., p. 213.

field to the position where inter-school competition was held. It appeared, however, that the masters concerned with sports were always pre-occupied with the promotion of the major team games.

Despite this handicap, interest kept rising until 1914. The Headmaster always encouraged the games, even if cricket was by far his first interest; he had been doing so since the fire even more vigorously than before, though his special attention to the track and field sports dated back to Ridley's first year.⁶²

By 1906, an era of great enthusiasm for the running, jumping and throwing events in the life of the school was emerging, "when the runners and jumpers were considered quite as important athletes as the stars of the team sports."⁶³

After the first October sports day, the decision was made to bring the date back to the Queen's Birthday week-end in late May. The obvious value inherent in the Annual Games was the opportunity afforded both parents and old boys to witness something of the spirit within the school. Large crowds would always make the trip from Toronto, and over the early years it was not difficult to obtain donors of trophies for the various events.

Referring to the year 1906:

The renewed interest was reflected in ten entirely new trophies: The V. Boyd challenge cup for the Junior Championship; The Tuckett cup for the senior mile; the Baldwin cup; Trinity cup (Presented by the old boys at Trinity); Varsity cup (Presented by Ridley undergraduates at Varsity); The Dr. Miller cup for the senior quarter-mile; the staff cup for

⁶² Ibid., p. 247.

⁶³ Ibid.

the senior hurdles; the Platt cup; the Jarvis Juniors cup; and the old boys cup for the senior 220 yards, presented by the association.⁶⁴

Apart from the normal running and jumping events, the early years saw the inclusion of novelty events, probably as much for entertainment value as the added participation they encouraged; bicycle races, a fatigue race, kicking a football and throwing a lacross ball and a cricket ball, obstacle, sack and three-legged races. These events decreased in popularity over the years, but during the late nineties, in particular, they fulfilled a vitally important function.

By the mid-1920's, it is interesting to note the results of the major events which had stood for nearly twenty years, when a school statistician recorded the 1908 results:⁶⁵

100 yards	10.2 secs.	M.H. Gooderham	1898
440 yards	55.0 secs.	R.E. Maxwell	1905
880 yards	2 min. 18 sec.	G.L. Burland	1906
Mile	5 min. 07 sec.	G.L. Burland	1906
High Jump	5'2"	J.H. Wade	1898
		M.H. Gander	1899
		E.G. Riselay	1905
Long Jump	20'3"	F.J. Stark	1900

Although a continuing worry of the Headmaster was the lack of coaching, these results do indicate excellent standards for the time. It became a common practice after the first few years of the school's development for many boys to begin training well in advance of the meet. The incentive provided by the presence of so many trophies no doubt had a

⁶⁴ Ibid., pp. 247-248.

⁶⁵ Ibid., p. 249.

marked influence over the boys' efforts.

The trend in track and field throughout Canada in the period was toward Pedestrianism and long distance walking. The 1908 London Olympics was of major interest to many people, and this enthusiasm lasted to the intervention of the war. Professional athletes were a source of entertainment to the sporting enthusiast. This did influence the sport at Ridley quite markedly.⁶⁶ But following the war, track and field became little more than an annual, but nevertheless thoroughly enjoyed, sporting event. The whole school was involved with numerous heats to select the ultimate champions, but the transition evident over the period was from a pre-war fad to simply an important annual event.

Other Sports

Tennis was given every opportunity of becoming a popular sport from the opening years. Grass courts on the lawns surrounding the new school had been marked out 'even before Ridley's first football field or cricket ground had been scratched out of a cow pasture.'⁶⁷ The fire of 1903 had removed the availability of courts when the school changed its location, hence the game lapsed, becoming a minor sport, but by the late twenties a surge of enthusiasm occurred enabling it to achieve a status of relative importance.

By the early 1930's, with the erection of cement-surface courts, the game became a popular intra-mural activity, with boys arising as

⁶⁶ Ibid., p. 269.

⁶⁷ Ibid., p. 853.

early as 6:00 a.m. to benefit from some valuable practice. Throughout the forty-year period, tennis was played by many boys,⁶⁸ but participation was never as great as in the major team sports.

Lacrosse and baseball were two sports which did have some avid supporters over the early years, but the small school population necessitated a limited range of sports.

A few boys had arrived with lacrosse sticks, for the old Indian game had some earnest supporters among Ridley's first boys. One of them argued persistently, declaring: "Lacrosse played in a gentlemanly and skilful manner is decidedly the best game there is."⁶⁹

The St. Catharines district Lacrosse team was quite popular and the Lacrosse ground was used extensively over the early years,⁷⁰ but the game was never able to capture the enthusiasm of the sportsmen within the school.

Baseball, from the beginning, was forced to compete with one of the school's major pre-occupations -- cricket. The American boys at the school did attempt to promote the game, but they were always faced with the challenge of converting the school Headmaster. "It was played at intervals, quite seriously in some early years, with a determined effort made to popularize it in 1920."⁷¹ Then in the spring of 1892 a major school event for that year was a game against St. Catharines Collegiate. Even the Headmaster announced the game as an official event.

⁶⁸ Ibid., p. 852.

⁶⁹ Ibid., p. 47.

⁷⁰ Ibid., pp. 47-48.

⁷¹ Ibid., p. 48.

"He was on hand as chief rooter when a big crowd turned out for the game on St. Catharines' fine lacrosse field."⁷² A final blow to the popularity of baseball, however, was of deeper significance than the problem of numbers. Apart from the fact that it was considered harmful to cricket technique, there was "the firm conviction that British cricket, not American baseball was the game which should be an integral part of the school character desired for Ridley."⁷³

A truly British game, imbued with a heritage of fair play and gentlemanly conduct, soccer, could quite conceivably have been one of the more popular sports. The Headmaster's interest in cricket, it could be imagined, should have been almost equalled by that of soccer. But this was not the case. Rugby was 'the' game, as it was fast, rugged and skilful, and provided ample opportunity for the development of that earnestly sought quality of 'team spirit.' Soccer, generally considered to be a lower class game, was never a serious threat as a fall game.

Year after year groups of boys kicked a soccer ball around after rugby practice, with form and later house teams meeting each other at the end of the football season, as they still do; soccer was to rise and fall in popularity, but it never became organized seriously except as an intra-mural Ridley sport.⁷⁴

The year 1909 witnessed the Niagara Peninsula cyclone, which had severe repercussions on the school. The roof and one wall of the

⁷² Ibid., p. 91.

⁷³ Ibid., p. 92.

⁷⁴ Ibid., p. 48.

Nicholas Hall rink were totally removed. This, however, had a favourable consequence. In 1910, the new old boys' gymnasium was opened. The sport to benefit from this most directly was, of course, basketball. The old Nicholas Hall had been bitterly cold -- "it was cold for spectators even in the mild seasons."⁷⁵

Now the situation was changed; the basketball players had a fine floor surface, a proper court, and a gallery to accommodate supporters. With Sergt. Williams as coach, they found outside competition at once in 1910 and were thoroughly beaten.⁷⁶

In 1912 the school entered a city league and by 1913 established itself in the "Big Four City League, consisting of St. Catharines Collegiate, the Y-Cubs, the Y-Intermediates and Ridley."⁷⁷ The arrival of the Olympic athlete and half-mile record holder Mel Brock, in 1914, was a great boost to the game. Returning to Ridley in 1921 Mr. Brock lent such support that basketball became a permanent fixture on the school sporting schedule.

Basketball probably came as close in 1923 to ousting hockey as Ridley's No. 1 winter sport as it ever did. The game was at least no longer a mere substitute for hockey and its enthusiasts no longer had to pray treasonable secret prayers for warm weather and poor ice to thwart hockey, to give them a better selection in players and, above all, a share of hockey's supporters.⁷⁸

The meagre beginning, in 1911, had flowered, by 1923, so that

⁷⁵ Ibid., p. 290.

⁷⁶ Ibid.

⁷⁷ Ibid., p. 291.

⁷⁸ Ibid., p. 455.

basketball became a major sport. The January to March season for this sport was later extended to become the school's longest sporting season, longer than its popular counterpart, hockey.

An event which became a traditional part of the Ridley Calendar was the annual Assault-at-Arms, the first of which was in the St. Catharines Masonic Hall, 1898.⁷⁹ The public display of skills involved in events such as fencing, bayonet fighting, tumbling and apparatus gymnastics were all most popular at the time.

Gymnastics was to become a highly respected sport.

A stranger entering the gym on almost any winter afternoon, and many an evening, would see about forty boys practising independently on the apparatus scattered around the floor -- boys on the horse, rings or high bar, the parallel bars, or making muscle with dumbbells. Suddenly Cap appears and calls them to order. Everything is cleared away but the parallel bars; the class stands to attention in two ranks; the real work begins.⁸⁰

Throughout the period, gymnastics served more as a display activity than for competition alone. Hours of preparatory training were indulged in by practising the 'pyramid' or the routines for tumbling and apparatus, which impressed the untrained eye of the parents.

School gymnastic competitions were conducted and, by the 1920's, fractional scoring was needed to separate ultimate winners. A poor landing in a break-away from the horizontal bar, for example, could make the difference in final decisions. "The colours of Ridley's gymnastic team were always hard-earned."⁸¹

⁷⁹ Ibid., p. 165.

⁸⁰ Ibid., p. 544.

⁸¹ Ibid.

Boxing and fencing also became very popular sports. Fencing was part of the program by the first Assault-at-Arms of 1898. Bayonet fighting was of extreme popularity in Canada, and this, no doubt, added to the attraction of fencing.

Fencing had reached its heyday at Ridley with the arrival of Clemmy Keys who had been fencing at Varsity. Far more boys wanted to be a d'Artagnan than he could instruct properly. They soon learned that the arm and wrist exercises were excruciatingly painful to newly used muscles as they gained the required strength for the parry or lunges and ripostes.⁸²

Suddenly becoming a rival of cricket, a lengthy tournament, lasting for a month in April and May of 1900, saw fencing rise to the status of a major sport. As the annual Assault-at-Arms it was the popular event, but after the departure of Mr. Keys in 1901, the popularity of the sport declined due to the lack of skilled instruction.

Sports within the school had the tendency to rise and fall in popularity. One of these was certainly boxing. By 1922, the manly art became a permanent draw-card, acquiring annual support. Sergt. A. Alexander, who had been former middle-weight champion of the Canadian expeditionary forces, was engaged as boxing instructor, and after constructing a new ring, and obtaining a "huge crate of boxing gloves"⁸³ to fit all fist sizes, the sport was well under way.

An interesting feature of the school sporting policy was a ruling which made boxing in the Lower School compulsory.

⁸² Ibid., p. 165.

⁸³ Ibid., p. 450.

The theory behind boxing as a compulsory sport in the Lower School, while it was optional in the Upper School, was on the premise that by giving the boys a little experience in the squared ring while they were still light in weight, their punches would be light. As their blows grew stronger as they grew older and heavier, they could box or not as they wished. The huge fields of older boys who invariably fought through the preliminaries during the years ahead in the hope of reaching the finals disclosed that boxing attracted many boys until they left Ridley.⁸⁴

The preliminary bouts preceded the annual 'Boxing Night' which became another school tradition. Boys achieved well earned recognition in the 3-minute rounds, giving vent to that school-boy courage which underlies a true competitive nature. It seemed that in boxing the hockey, rugby, cricket and basketball enthusiasts had a common activity which occupied many winter evenings and received the threat of not being concluded prior to the commencement of the all-important approaching cricket season, late in the month of March each school year.

Between the football and hockey seasons one of the school's most popular sporting events took place. This was the annual cross-country run. The original intention was to hold several runs, and the first boy in each division to win twice was to receive the cup. This did not quite work out as winners of the first run, in the autumn of 1892, were on the 'sick list' for the second.

Despite this somewhat confused finish, the first run had been held of an event which became something more than an established Ridley tradition; the Ridley Cross-Country Run became an institution.⁸⁵

⁸⁴ Ibid., p. 451.

⁸⁵ Ibid., p. 84.

By 1894, the integral component in the raising of the event to such importance was the 'Cross-Country Supper'.⁸⁶ The boarding-house environment no doubt provided the necessary encouragement for these events. The run of the following year took the course prepared by the Headmaster and Mr. Mitchell. The muddy route proved memorable for many reasons.

The seniors, however, spoke irately about a frightening chained bull dog in a back yard, howling for their blood; and also about a farmer, brandishing a shot-gun and daring them to cross his vacant lot. On investigation, the shot-gun proved not to be loaded, but no muddy runner risked finding out.⁸⁷

Following the cross-country run was the gruelling 'Hare and Hounds' race, conducted two weeks after the cross-country. Each Friday, over a period of several weeks, two 'Hares' would lay a trail to be followed by the eager 'Hounds'. "It was a tough seven mile course" on one occasion, "up hill and down, over many a ploughed field deep in mud from wet weather."⁸⁸ Throughout the years the cross-country run, which became compulsory, proved to be a most popular event -- even to the extent of three hundred Ridley lads eagerly competing for the honour of being the annual champion.

During the school's first summer, its location alongside the Welland Canal gave the Headmaster an immediate challenge. Water sports would be popular but safety precautions had to be arrived at. The first summer, then, saw the erection of a 'gigantic bathing crib.'⁸⁹

⁸⁶ Ibid., p. 447.

⁸⁷ Ibid., p. 156.

⁸⁸ Ibid., p. 448.

⁸⁹ Ibid., p. 53.

It was the Headmaster's inspiration, a safety measure; he not only wanted to add swimming to the school's programme of summer sport, he also knew it would be impossible to keep boys who were unable to swim away from the dangerous canal. The old canal was a bit turgid, but it was fourteen feet deep, and could be a threat to careless boys. He declared that every Ridley boy must learn to swim -- in his wierd bathing crib. No boy would be permitted to try the canal until he was an able swimmer.⁹⁰

On the arrival of carpenters, measuring out distances for the wooden structure, the boys were most intrigued. But, when completed "it was like an immense plank-bottomed bath tub."⁹¹ The good swimmers were used as instructors, but being only four-and-a-half feet at the deepest point, both fun and safety could be maintained.

With the building of the new old boys gymnasium in 1903, it was decided to include a cement swimming pool. This brought about something of a revival in swimming and diving as the races on the Welland Canal had long since faded into the sporting background.

By 1915, it was decided (by Major Gallateley) to conduct an annual 'aquatic tournament.'⁹² This lasted throughout the war-winter from 1915 to 1917. It appeared, however, that the senior boys lacked any real interest in swimming as a competitive sport. But not the junior boys:

Then the Upper School aquatic contest lapsed due to disinterest but not in the Lower School. The junior boys held their annual contest in a patched-up tank year after year and made it a serious school

⁹⁰ Ibid.

⁹¹ Ibid., p. 54.

⁹² Ibid., p. 355.

sport. By the time they went on to the Upper School they could at least swim if they could not break records.⁹³

If swimming lacked popularity, this was partially off-set by an interest in canoeing. From the first summer a canoe club was formed and a boat-house built. Fifteen canoes were used and frequent week-end exploratory trips, together with regular canoe races, were organized. "Twice a year canoe club trips were staged over open Lake Ontario water to Niagara-on-the-lake, and there were frequent week-end visits to Jordan on fifteen-mile creek."⁹⁴

As early as 1896 boys had been travelling over unmapped routes in Tenagonie on Lake Ontario. The number of boys gradually increased, spending summer holidays in the virgin country. Three canoe loads of Ridley boys in one year (1907) ventured up the northern arm of Lake Tenagonie, across connecting lakes to the Montreal River and home by a further course.⁹⁵

But Otter Lake appeared to be the favourite. By 1909 a group of boys had been taken there, and plans were made for them to work with "an efficient instructor in canoeing, swimming and outdoor living."⁹⁶ The camp set up at Otter Lake became a personal interest of the Headmaster; the years which then followed witnessed many boys enjoying their summers at the cottage he subsequently established. Camping, canoeing

⁹³ Ibid.

⁹⁴ Ibid., p. 54.

⁹⁵ Ibid., p. 275.

⁹⁶ Ibid.

and living outdoors became a popular part of the school way of life in the years that lay ahead.

Masters in Sport

Due to their immense influence upon the sports played, it is important that the major contributions of the more prominent staff members be discussed. These were A.F. Barr, E.G. Powell, H.C. Griffith and G.M. Brock.

A.F. (Biddy) Barr

It was not long after Mr. Biddy (A.F.) Barr arrived at Ridley in 1897, as junior master, that the boys unearthed the fact that he was an old Upper Canada College boy. His close association with Ridley, however, soon proved this was no handicap.

As a university student in the early 1890's, Biddy Barr was a hockey enthusiast, being president of the Varsity Hockey Club. In 1895, however, he captained the Varsity football team, repeating this role the following year.⁹⁷ He then directed his attention to the Ridley football teams in 1897 and 1898.

As a football coach, he became a true student of the game, experimenting with his colleague, "Thrift" Burnside, of the Varsity team. The 1898 season proved to be a memorable one.

⁹⁷ T.A. Reed. The Blue and White, (Toronto: University of Toronto Press, 1944), p. 93.

The Ridley football team pioneered in a new style of Canadian Rugby this year through the inspiration of coach Barr. They were the first team in Canada to use a complete code of number signals. The number code system now tested was an American experiment, being tried by Ridley at the request of football captain Burnside of the University of Toronto where it was not used in an actual game until later.⁹⁸

The effect this had upon the game was that players no longer settled into near immovable pyramids of players. "They went into a play as if breaking for the 100-yard dash -- a sort of explosion."⁹⁹

In 1899 Barr resigned from his teaching post to enter university to study for the ministry. This, however, did not deter him from maintaining interest in the school football team. A game was organized against the university using the Burnside Rules, where a determined effort was being made to rid the game of its bull-force plays, the "Wedge" and the Big Buck.¹⁰⁰ Several years later, his interest in school-boy football was still quite evident as he submitted an article to the school magazine Acta Ridleiana, giving "a strong sermon in favour of the adoption of the Burnside football rules and the new open game."¹⁰¹

Throughout his two years at Ridley, Biddy Barr made a valuable contribution, at one point, to the delight of the boys, giving an exhibition boxing match, which indicated his versatility as a sportsman and his involvement in the life of the school.

⁹⁸ Ibid., p. 155.

⁹⁹ Ibid., p. 156.

¹⁰⁰ Ibid., p. 181.

¹⁰¹ Ibid., p. 216.

E.G. Powell

Joining the Ridley staff in September 1900, Mr. E.G. Powell remained at the school for the following forty-six years. Teaching mathematics and science, he combined his work with house master's duties, making a major contribution to the tone of the school by his apparent patience and understanding.

"Ernie Powell was one", recalled an old boy. "You could see him and talk to him at any time. His door was literally always open. You could walk in and talk - with your feet on his desk if you liked."¹⁰²

Perhaps a major contribution to the school was his coaching enthusiasm. He first coached the hockey teams, but then combined his interests, assisting in coaching the cricket and football teams. The long duration of his teaching career obviously aided in maintaining sporting traditions within the school, which became such an integral feature of Ridley's early history.

H.C. Griffith

Dr. Harry Griffith will always be remembered by Ridley boys as a man of immense capacity and ability. Beyond the confines of the school, however, he will be remembered for his academic achievement and coaching success.

After his student days at the school from its inception, he matriculated in 1896 - "He was one of the most outstanding boys who has ever

¹⁰² Ibid., p. 414.

attended Ridley"¹⁰³ - winning the Dickson Scholarship in modern languages. At Trinity College he obtained first class honours in each of his four years as a student, graduating with honours in his B.A. degree. He gained places on the Varsity football and cricket teams, being cricket captain in 1899.¹⁰⁴

He returned to Ridley as modern language master in the fall of 1899, and became assistant football coach - "the first Griffith-coached Ridley football team for the long succession of great teams coached by Harry Griffith in the next half-century."¹⁰⁵ Most significant was this year in Griffith's coaching career, as Biddy Barr, the Varsity coach from 1903-1906 who had returned to coach the Ridley team in 1907, was ardently supporting Thrift (J.T.M.) Burnside, who had developed new rules and suggested the use of the number - code system. Ridley had then "agreed on a test game with Varsity under the new Burnside rules, at the behest of their own Biddy Barr." (Ridley lost 18-6).¹⁰⁶

It would appear, then, that Barr exercised great influence over the subsequent thinking of Griffith. The 1900 season, particularly, was important as the inaugural games of the Little Big Four took place,¹⁰⁷ the first in a succession of keenly, contested matches which Griffith supported.

¹⁰³ Ibid., p. 782.

¹⁰⁴ Ibid., p. 149.

¹⁰⁵ Ibid., p. 178.

¹⁰⁶ Ibid., p. 180.

¹⁰⁷ Ibid., p. 194.

By 1903 credit was being directed to Griffith. "He was already displaying the football knowledge which would make him one of the greatest coaches in Varsity's history a few years later."¹⁰⁸ In 1907, Griffith returned to Trinity College, becoming a lecturer in French. For the coming years he was to achieve such distinction as a coach and theoretician of the game that he made a memorable name within Ontario, the university and, of course, Ridley College.

As Reed said:

With the 1907 season appear names which will go down in football history. First, a young professor of French at Trinity College, Harry Griffith, undertook the duties of coach. The coaching was of a new type, but it aimed at initiative and sportsmanship and inculcating those very principles which should be inseparable in a college team. The plays were worked out by the players, the captain was supreme, but with Griffith for guide, philosopher, and friend, the results were remarkable.¹⁰⁹

The Varsity team won the 1908, 1909 and 1910 Inter-collegiate Rugby championships and, in 1909 and 1910, the Dominion championship.¹¹⁰ The top season, the first Grey Cup competition, marked Griffith among the top identities in Canadian football as coach of the first National football championship. Repeating the feat in 1910, Griffith completed his Varsity coaching career in true glory.

An epic struggle was staged in Hamilton on November 26, when the Varsity senior team defeated the Hamilton Tigers on their own grounds by a score of 16 to 7,

¹⁰⁸ Ibid., p. 226.

¹⁰⁹ Reed, op. cit., pp. 102-103.

¹¹⁰ Ibid., p. 103.

winning the Earl Grey Cup for the second time.¹¹¹

The main feature of his coaching was his "fire-drill"¹¹² technique where players sprinted from their down positions, to carry out plays leaving the opposition quite "dizzy."¹¹³ Once the players took the field, however, it was quite common for him to "don his peak cap" and join the spectators in order to "see the game."¹¹⁴

In a tribute to Griffith, on his retirement, at a meeting of the Ridley College Board of Governors in 1949, an address was delivered to mark the occasion. His football coaching was referred to quite fully, and two features of his philosophy illuminated -- his insistence on "first class physical condition"¹¹⁵ and his demand that a player "must learn the fundamentals of the game so that they become like second nature to him."¹¹⁶ Continuing further, the address stated:

How many old Ridley and Varsity players will always treasure memories of trotting out on the field with Harry's voice ringing in their ears: - "Play hard, but play clean! Score first and keep on scoring! Tackle hard, tackle low and tackle often."¹¹⁷

By 1911, Harry Griffith was back at Ridley, where he later became

¹¹¹ Ibid., p. 105.

¹¹² Thomas Allen. "Watch Dog of the Old School Tie", MacLean's Magazine, March 15, 1948, p. 57.

¹¹³ Ibid.

¹¹⁴ Ibid.

¹¹⁵ Beattie, op. cit., p. 784.

¹¹⁶ Ibid.

¹¹⁷ Ibid.

senior master, on the retirement of the Rev. J.O. Miller, and principal of the upper school. In 1932 he became the school Headmaster, a position he retained until retirement in 1949.

In a MacLean's Magazine Journal article, entitled "Watchdog of the Old School Tie", Dr. Griffith was given due credit for his fine mastering over Ridley College, for his business acumen, for his profound belief in good manners and respect for authority, and for his many years of successful football and cricket coaching.

The life work of Harry Griffith is, perhaps, summarized adequately in this journalist's observation:

Doctor Griffith knows what he wants and where he's going and so do his boys. It's a state of affairs that goes far toward serenity, not to mention progress. His boys know the meaning of good manners, sportsmanship and are aware that there are such things as moral codes and religion. They study, behave themselves and stay healthy.¹¹⁸

G.M. (Mel) Brock

Basketball at Ridley became a major sport in the early twenties, largely due to the enthusiasm of Canadian Olympic quarter and half-miler, Mel (G.M.) Brock (4th, 800 m final at 1908 Stockholm Olympics and competitor in 400 m and 4 x 400 m relay).¹¹⁹

Brock first taught in the junior school during 1914 and 1915, but left for war service, returning to the school as assistant secretary

¹¹⁸ Allen, op. cit., p. 58.

¹¹⁹ Geoff Watson. "Track and Field in Canada to 1928", (Unpublished paper, University of Alberta, 1969).

and general Purchasing Agent in September, 1921, retiring after thirty-two years in 1953.

In the upper school he taught English literature, but perhaps the major contribution he made was in coaching. As an athlete he was most versatile, competing in the soccer and basketball teams at the University of Toronto, and during his Olympic 800 metre final he actually broke the existing world record, even though he finished in fourth place. Returning from the war, he took up a position at the University of Western Ontario, coaching track and field and basketball.¹²⁰

By 1923, the influence of his basketball coaching was quite evident. The Ridley basketballers played twelve other teams, and in Easter of that year, managed to defeat the Western Ontario junior team, the current Canadian junior champions.¹²¹ He assisted H.C. Griffith with the football team and also played a significant role in coaching the hockey team.

Mel was laughed at and with, and loved, and stories about him are legion - his race with Bill Lennox; his scrubs, the second football, basketball and hockey teams...; his variety of bizarre motor cars long before the hot-rod fad; and his accidents and incidents with them. With all this he filled a gap, was of immense aid in the school's daily business affairs and added something worthwhile to the flavour of the school.¹²²

Ridley College was founded due to the wisdom of leading Anglican clergy and laymen, who saw the need for a boys' residential school,

¹²⁰ Beattie, op. cit., p. 453.

¹²¹ Ibid., pp. 454-455.

¹²² Ibid., p. 374.

away from the complexity of an urban environment. The location by a canal in a rural setting established a tradition for the future, marked by an enthusiasm and respect for team games and outdoor activities. The house system and prefects carried on a British tradition which was revered by the first Headmaster and, to a large extent, gave the school an identity distinct from the surrounding public school system.

Throughout the period, sport was given a status of the highest priority, which some perceived as a weakness but, by 1930, the finest qualities sport can engender to its youthful participants were evident, and admired by most.

The wisdom of making sport important at Ridley was confirmed over and over during the 1920's in the impulses and values it bred. In the face of difficult conditions, sport could be seen even by former skeptics about the extent of concentration on games, as one of the most valuable attributes Ridley possessed to build a boys character.¹²³

¹²³ Ibid., p. 421.

SUMMARY

Due to a need felt for a preparatory college, catering for both religious and academic training within an environment set apart from the industrial urban centres of Ontario, Ridley College was established. The first Headmaster, the Rev. J.O. Miller was given the responsibility of preparing the school buildings and advertising the opening of the new school. This he achieved with admirable success, thus providing a firm foundation upon which the school became a reputable educational institution in southern Ontario.

The location alongside the Welland Canal added considerably to the sporting character of the young college, as it soon earned a name for its enthusiasm for the major games, such as cricket, football and hockey. Some considered this to be over-done, but by the 1920's few retained this attitude as the school had become most successful in all spheres of school activity.

Over the years, notable masters performed major roles in promoting sports. The first Principal was a very keen cricketer and other men such as H.C. Griffith, Biddy Barr, and Mel Brock coached highly successful teams which gave Ridley College a name for its earnest faith in sport as a moulder of school boy character.

CHAPTER VII

ST. ANDREW'S COLLEGE, AURORA

Towards the end of the nineteenth century the leading members of the Presbyterian Church in Ontario had realized the potential value in establishing a boys' preparatory college. Scottish traditions, they felt, could best be maintained by such a school.¹ Consequently, the decision was made to acquire the first such residential school, known as Chestnut Park, in Toronto, and in 1899 the school was opened.

The men responsible for the founding of St. Andrew's College were: Rev. G. Bruce, D.D., Rev. Principal Crave, D.D., LL.D., John K. Macdonald, Esq., Hamilton Cassels, Rev. R.H. Warden, D.D., W. Mortimer Clark, Q.C., Robert Kilgour, Esq. and Alexander D. Bruce, Esq.²

One of the above-mentioned directors, the Rev. George Bruce, became the first Headmaster of the school. But at the end of the first year, Bruce resigned and was replaced by the first Head Boy and a prefect of Ridley College, the Rev. D. Bruce MacDonald.³ From February, 1900, until 1935, the school was fortunate to have the guiding influence of such a man. After leaving Ridley College, MacDonald entered the University of Toronto, where he played a most prominent role in the athletic administration throughout the 1890's. His contribution to Canadian sport will be discussed below.

¹ Prospectus, St. Andrew's College, Aurora, Ontario, Canada, p.3.

² James H. Hamilton, Executive Director, Correspondence, May 29th, 1970.

³ Kim Beattie. Ridley - The Story of a School, (St. Catharines: Published by Ridley College, 1963), p. 101.

After twenty-seven years, the school was moved to a site in Aurora, leaving the Rosedale location where it had been since 1905.⁴

For twenty-seven years St. Andrew's was situated in the city of Toronto, but to avoid the distractions of an ever-growing city the school moved in 1926 to a site in the country near Aurora amid surroundings of great natural beauty. The property, comprising 219 acres, is immediately north of the town of Aurora and is situated on the west side of the northern highway leading into Toronto, 20 miles distant.⁵

The playing fields, considered some of the finest in Canada, were set below the school buildings, which were positioned 860 feet above sea level.⁶

The school was originally organized as a joint stock company, but in 1911 an act of the Ontario legislature changed its status into a public educational trust administered by a Board of Governors.⁷ The school has always been non-sectarian, though it was founded through the vision of Presbyterian Ministers and laymen. This foundation has influenced the basic ideals of the school in that it "fosters the interest of boys in their own denominational church and encourages boys with parent's permission to be prepared for membership."⁸ Each day is commenced with a brief chapel service attended by all boys, and on Sundays they attend their own denomination in Aurora, or a service

⁴ Prospectus, p. 4.

⁵ Ibid.

⁶ Ibid.

⁷ James Hamilton, Correspondence, July 8th, 1970.

⁸ Prospectus, p. 7.

conducted by the chaplain at the school.

The organization of the school, from the beginning, was centred around a system of "clans."⁹ Each boy was allocated a clan in which he was to participate in all school activities -- study, games and other pursuits -- then in his capacity as clansman he was encouraged to win points for the clan cup competition. This annual competition soon became very keen and provided the opportunity for full participation in the school life.

The role of the prefects as representatives of the Headmaster, through the masters, was an important one as they were given authority to maintain discipline in some limited areas. Prefects were also members of an Executive Council which was largely responsible for the conduct of extra-curricular activities. It is evident that one of the aims of the school was to offer every opportunity for the development of leadership ability.¹⁰ The aim of the academic training was the preparation of students for universities. The curriculum, as a consequence, was not broad, and to cope with an intended high standard, effort was made to select only those boys with the necessary potential.¹¹ It is interesting to note that boys were encouraged to enter the school below the age of fifteen. This, no doubt, assured both the student and the school every certainty that adjustment to the way of life would soon occur and time would be available for the basic school ideals to be

⁹ Ibid., p. 11.

¹⁰ Ibid., p. 10.

¹¹ Ibid., p. 6.

implanted.¹²

By the end of the first year, the school authorities were proud of the progress made. At the distribution of prizes conducted at a Lawn Party in the school grounds, the Rev. D. Bruce Macdonald made the following comment:

...upon the thoroughness of the work of the school, and said that he was fortunate in possessing what the university authorities had termed an exceptionally good staff. It was, he said, the intention of those interested in the college to see that the boys received as thorough and efficient a training as they would receive in the best collegiate institutes, and in addition to this they would bring the members of the school under the influence of practical christianity.¹³

Sport at the School

From the initial planning of the school sports program, the aim was to involve all boys in some form of physical activity. The very nature of the clan system encouraged all boys to take part, regardless of their level of performance.¹⁴

During the spring term, cricket was played as a major school sport. Two years after the founding of the school, the entry of St. Andrew's into the collegiate competition inaugurated the Little Big Four cricket championship.¹⁵ By 1906, the school team had developed to the point of

¹² James Hamilton, Correspondence, July 8th, 1970.

¹³ The Globe, Toronto, Saturday, June 30th, 1900, p. 21.

¹⁴ Prospectus, p. 8.

¹⁵ Beattie, op. cit., p. 193.

winning its first inter-school championship.¹⁶ After the move to Aurora, the new grounds provided excellent facilities for the game, and since that time the enthusiasm of the earlier years has been maintained.

The first school football team, although enthusiastic, had to be content with games against the 'seconds' of the opposing teams. But with the commencement of the Little Big Four competition, adequate reasoning was evident in this earlier arrangement as the team was beaten by Ridley College, 53-0!¹⁷ In 1900, a team was entered in the Junior Rugby League, and after several years, the school had developed into a powerful football line-up. By 1907, St. Andrew's first victory of the Little Big Four was achieved, indicating the status of the sport at the school.¹⁸

By the beginning of the War, the football team acquired a reputation within the Collegiate League. Known as the "St. Andrew's 1000 lb. buck",¹⁹ a column of players would line up behind the front man, who carried the ball, and the whole formation would hit the opposing line like a battering ram. Commonly known as "bull-force"²⁰ plays, the game became excessively dangerous and, by 1915, moves were made to abolish the "buck" in the interests of safety.

Apart from the games against the other private and public schools,

¹⁶ Ibid., p. 1150.

¹⁷ Ibid., p. 193.

¹⁸ Ibid., p. 1150.

¹⁹ Ibid., p. 314.

²⁰ Ibid., p. 181.

regular competition with surrounding teams was played. Two teams which were early opponents were McMaster University and the Model School in Toronto. Throughout the years, the St. Andrew's teams became powerful combinations, at times with a reputation for "bull-force"²¹ strength.

By 1904, the school felt sufficiently advanced in hockey to enter a team in the Ontario Hockey Association's Junior League. Proving to be powerful opponents on many occasions, the depth of talent appeared to have been quite formidable. By 1916, two teams were representing the school, and many local champions were given their basic knowledge of the game in an enthusiastic environment. Great credit was given to the players when, in the 1924, 1928 and 1932 Winter Olympic Games, Grant Gordon, Tuck Cameron and "Stuffy" Mueller, all Old Boys, made the hockey teams.²²

Track and field has been a part of the school program from the first year. The annual sports were in keeping with the rich 'Caledonian' tradition, and have been an integral event in the school year. The annual cross-country run became a long-awaited event in the early years. The Globe, Toronto, of November 14th, 1908, gave the following description:

The St. Andrew's College annual cross-country run was held yesterday afternoon. The course extending through the Don Valley, Rosedale Heights and Ravine comprised a distance of five miles... . Gold, silver and bronze medals have been awarded to the winners

²¹ Ibid.

²² James H. Hamilton, Correspondence, May 25th, 1970.

of the first, second and third places respectively. Cakes were distributed to those who finished first in each form.²³

By 1905, the four sports discussed were regularly played. In that year, however, a physical training master, Ernest A. Chapman, arrived at the school. An excellent wrestler and boxer, Mr. Chapman had won the Canadian light heavy-weight boxing and wrestling championship. It is interesting to note that he took both titles on the same day!²⁴ Due to his sporting interests, boxing, wrestling and fencing were subsequently introduced.

Gymnastics has always been a popular sport, and in 1905 a gymnasium was erected. After the move to Aurora, an additional facility was acquired -- a new swimming pool. Swimming became an important part of the program and life-saving was also offered.²⁵

Both soccer in the fall and rugger in the spring were played, with basketball a winter sport.²⁶ Skiing became popular as equipment was modernized, and in the 1920's it was a popular outdoor activity.

With the emphasis on full participation, sport has always been given considerable support at St. Andrew's College. Holding its own in the competitions which followed, her founding heralded the formation of the Little Big Four championships.

²³ The Globe, Toronto, Saturday, November 14th, 1908.

²⁴ James H. Hamilton, Correspondence, May 25th, 1970, p. 16.

²⁵ Prospectus, p. 8.

²⁶ Roy H.M. Lowndes, Correspondence, May 5th, 1970.

The Headmaster, Rev. D. Bruce Macdonald

Although still relatively young for such a position, the second Headmaster of the college, the Rev. D. Bruce Macdonald, had clearly proven his profound ability as an administrator. The faith placed in this capacity by the early school directors was proven to be one of great foresight as the young minister was to hold down many positions of responsibility over the years.

For the last years of his secondary education, the Rev. Macdonald attended Ridley College. In 1890 he was the first Head boy, and winner of the Sir Cosimir Gzowski award. The Headmaster had placed confidence in the young man as, for example, on the occasion of the extremely wet 1891 annual games:

But Don (D.B.) Macdonald, in sou'wester and rubber boots, was congratulated by the Headmaster for his efficient handling of the programme under very difficult conditions.²⁷

As Head boy at Ridley he was awarded the "Blake Gold Medal for faithful performance."²⁸

On entering the University of Toronto, he soon became involved in its athletic affairs and in 1894 was elected president of the Athletic Association, a position he held until 1898.²⁹ In 1906 he was elected first vice-president of the Canadian Inter-Collegiate Athletic Union

²⁷ Ibid., p. 75.

²⁸ Ibid., p. 101.

²⁹ T.A. Reed. The Blue and White, (Toronto: University of Toronto Press, 1944), p. 302.

and served on a Royal Commission into University Affairs. It is interesting to note that he was the main instigator of a section entitled "Physical Welfare of Students."³⁰ The report of which he is reputed to be the main organiser was of great significance to the development of physical education at the university.

Referring to the physical development of students, the care of their bodies and their athletic activities, we are of the opinion that there should be appointed at an early date a physical director, who should be a graduate in Medicine, and whose duty it would be to examine all students who desire to avail themselves of such examination, and to prescribe proper exercise for each. Such a system of examination and direction properly carried out would result in improved physical strength and constitutional vigour and would largely assist in increasing mental vitality... .³¹

It is quite understandable, in view of this report (which eventuated in the appointment of Dr. James Warren Barton as physical director in July 1907)³², that a compulsory medical examination for each boy at St. Andrew's was implemented early and remained as an important feature of the school policy. At this time, too, the Rev. Macdonald was honoured by his selection as a member of the Board of Governors of the University. In 1932 he was elected chairman and served until 1945.³³

By 1912 his early experience as an administrator in athletic affairs had proven most valuable, as he was elected a member of the

³⁰ Ibid.

³¹ Ibid.

³² Ibid., p. 34.

³³ Beattie, op. cit., p. 250.

Canadian Olympic Committee "which was in charge of the arrangements for this country."³⁴

The life of the Rev. D. Bruce Macdonald was one of dedicated service to education and a deep love for athletics. St. Andrew's College acquired a reputation for many fine teams trained in its Scottish atmosphere, but underlying the fine work done was the capable guidance of a man who contributed wisely to Canadian athletics.

³⁴ The Globe, Toronto, January 20th, 1912, p. 6.

SUMMARY

St. Andrew's College was established in 1899 by ministers and laymen of the Presbyterian Church who had felt the need for a preparatory college based on high academic standards and religious principle. The fundamental aim of the school was to train boys for university entrance.

A system of clans formed the pattern of school organization, and of the sports played, hockey and football proved to be the most successful. The second Headmaster of the school, the Rev. D. Bruce Macdonald, a Head Boy of Ridley College, was a most capable administrator within sporting organizations, particularly whilst at the University of Toronto, and quite early in his career, he became a member of the Board of Governors of the University.

CHAPTER VIII

THE LITTLE BIG FOUR CHAMPIONSHIP

By the turn of the century, the four major Ontario private schools had been established over a period extending back some seventy years. Both Upper Canada College and Trinity College School had experienced the evolution of strong football (Rugby) and cricket traditions, which stimulated the involvement of Ridley College over the last ten years of the century, and by the early years of the new century the same influence had been exerted over the young St. Andrew's College.

The first thirty years of this century were literally filled with the enthusiasm of all four colleges, as evidenced by a fervent desire to achieve nothing less than total victory, because of the considerable status resulting from being champion of the four private schools. The contest to achieve this became known as "The Little Big Four championship."¹ As years passed, the honour of becoming the championship school was shared by students, staff and indeed old boys, who came out in force to support their old school to victory.

The games were often reported in the press and, in some years, quite extensive coverage was given. Yet, throughout the thirty year period, only football and cricket were played, hockey remaining a popular winter sport without the status of a Little Big Four championship. Other sports apart from the major two were to be given such status after 1930,

¹ Kim Beattie. Ridley -- The Story of a School, (St. Catharines: Published by Ridley College, 1963), p. 193.

and no doubt they enjoyed the support of all associated with the schools as did cricket in spring and football in the fall.

Ridley proved to be the dominant force in cricket, winning or sharing no less than sixteen championships. Football was evenly shared, with Upper Canada College proving to be the most consistent. But underlying the championship was the Canadian sporting scene at large, which experienced interesting trends in the relative popularity of the two games. Cricket, which had been played from the 1830's, by the close of the First World War had faded, to then become a unique feature of private school sport in that the schools were one of the very few groups to support the game. Football was to grow from strength to strength, following a limitation due to the rules being interpreted differently throughout a number of seasons, to the extreme of four different codes being used on the one Saturday.² It was not until the early 1930's that some uniformity was reached, and playing a large part in the earlier coding of the game was 'Thrift' J.T.M. Burnside, an old boy of Upper Canada College.

The unique feature of the Little Big Four championship was its mode of organization:

The only by-law or regulation behind the two "leagues" -- one football, the other cricket -- has been spontaneous good will. No athletic commissioner has directed things; no governing body has existed. The matter of scheduling games has

² T.A. Reed. The Blue and White, (Toronto: University of Toronto Press, 1944), p. 82. The Four Codes were those of the Canadian Rugby Union, The Ontario Rugby Football Union, The Inter-Provincial Rugby Union, and The Canadian Inter-Collegiate Athletic Union.

been achieved with each school considering the problems of the others, and any minor difficulty has always been settled by a friendly exchange of letters between the four Headmasters. This has worked so well that the operation of the Little Big Four through six decades of competition might be studied with profit by many athletic organizations.³

The main features of 'the two leagues' will now be discussed, within the context of the Canadian sporting scene, and the outstanding players for each school listed at the close of each section, with the selection being perhaps the most difficult task because of the scarcity of individual description, a feature of the private school attitude to school-boy sport and games.

Cricket

Cricket in Canada, throughout the one hundred year period, 1830 to 1930, received enthusiastic support from the private schools. Despite the decline in the popularity of the game after the First World War, its status within the schools did not parallel this. Due to the British public school organizational structure, upon which the Canadian counterparts were largely modelled, the old British game had become a well-ingrained institution, performing a similar function of maintaining valued traditions reflecting courage and devotion to duty, for which cricket had been so highly respected. The Little Big Four competitions were played out as eagerly after the war as they had been before.

The earliest code of laws controlling cricket was recorded in 1744.

³ Beattie, op. cit., p. 195.

An aristocratic pastime during the mid-eighteenth century, it was played by the sons of the upper classes in the English public schools.⁴ The administrators and educators who ventured out to the Canadian colony from the Mother Country brought with them a love for the game, and as time passed the military officers brought with them the same enthusiasm. By 1830, roots were being firmly planted, and it was in the schools that a fertile base was to be found.

"The Old Blue School" at York, during the 1820's, possessed a cricket field, and instrumental in fostering the game there was George Anthony Barber, a young teacher, who joined the first staff of Upper Canada College in 1830.⁵ Barber, together with two other masters, F.W. Barron (later Principal, 1843-1856) and John Kent, joined the boys of the college in practice and matches, encouraging participation.⁶ As G.G.S. Lindsey, an old boy and top cricketer of the 1880's wrote: "These three gentlemen were enthusiastic cricketers, wielded the willow with great skill and at once made their favourite game the pastime of the boys."⁷

Up to 1860, the Upper Canada College cricket team comprised past and present students, but the decision was made to include only present

⁴ Peter C. McIntosh. Physical Education in England Since 1800, (London: G. Bell and Son Ltd., 1958), p. 23.

⁵ George Dickson and G. Mercer Adam. A History of Upper Canada College 1830-1892, (Toronto: Rowsell and Hutchison, 1893), p. 192.

⁶ Ibid., p. 263.

⁷ Ibid. This article also appeared in the Dominion Illustrated Monthly, June, 1893, pp. 161-4.

boys as "the true secret of success"⁸ according to the newly arrived Oxford man, John Martland, "lay in bringing the present pupils to the front."⁹ During the early years of combined teams, the highlight was the match played against the province of Upper Canada. The first official college team played against the Toronto Club in 1836, but the years following this game were to witness the development of strong teams.

By the year 1847, so formidable had the cricketing strength of the college become that on the first day of September of that year eleven gentlemen of the college, past and present, defeated eleven gentlemen of the province of Upper Canada. The Herald in reporting the match said: We think it may justly be asserted that such another two and twenty could scarcely be brought together in Canada.¹⁰

The players in this team were from Hamilton, Montreal, Cobourg as well as Toronto, indicating that the old boys made it a point to be at the school for the important match.¹¹ Although the experienced past pupils no longer represented the college after 1860, the students still managed to win their first game on their own merit, which indicated the standard of play was very high relative to that of the Upper Canada teams.¹² In the games played each year against the Toronto team, the college won more than their share and in 1867, they won all games played.¹³

⁸ Ibid., p. 266.

⁹ Ibid.

¹⁰ Ibid., p. 264.

¹¹ Ibid.

¹² Ibid., p. 265.

¹³ Ibid., p. 267.

The teams playing at this time included Toronto, Hamilton, the Royal Artillery and Hussars, the resident eleven of Trinity College, Trinity College, and Trinity College School.¹⁴

One of the main attributes of cricket, particularly evident by the 1860's, was the interest it provided for Old Boys, hence providing a means of contact with their old school. G.G.S. Lindsey reflected on the past versus present students' annual game:

This annual event brought together those who had left the academic halls for more serious pursuits, and was the occasion of their renewing old friendships and meeting in the happiest way their successors of the eleven... . Is there an old boy who has ever played cricket at Upper Canada College who does not, when pondering over the matches on the college green, instantly associate with the pleasant memories of the match the hospitalities lavished in the rooms to the right of the Residence entrance, where the president Mr. Martland lived.¹⁵

The Residence was indeed a major factor in setting such a high standard. From 1862 until 1890, Mr. John Martland was in charge of the school boarders, and soon became president of the cricket club. He arrived in Canada soon after completing his training at Oxford and through his love for England's manly game he was instrumental in continuing the fine traditions fostered from the early 1830's.¹⁶ As the boys graduated from the college, many were able to use their skill in establishing clubs throughout the province, which in large part was an important factor in the ultimate diffusion of cricketing skills. Important,

¹⁴ Ibid.

¹⁵ Ibid., p. 266.

¹⁶ Ibid.

also, was the engaging of cricket Professionals whose example and coaching set up high levels of attainment. For some years, the officers of the garrison attended practices and also contributed to the high standard. Two of these were English public school captains -- Captain Wallace of Harrow and Captain Northey of Eton.¹⁷

To the 1880's, cricket claimed more active participants than any other game. As Cox said of the years around confederation:

Cricket at this time, had a much greater claim to the title of the "National game" than did lacrosse despite the claims of George Beers, and more recent writers.¹⁸

Some years before this, in 1845, the first international match was played against the United States in Montreal, indicating the early importance it was given. "So cricket continued to flourish as the 'social' sport of Canada."¹⁹ Upper Canada College no doubt enjoyed the social qualities of the game and clearly contributed to its popularity.

On June 24th, 1867, the first match between Upper Canada College and Trinity College School was played in Toronto, with the home school winning by an innings and 176 runs. The next match was not until 1872, when it began a tradition of important annual games. "The great match of the year since 1867 has been the one with the rival school, which was founded in that year as Weston, but which two years later moved to Port

¹⁷ Ibid., p. 267.

¹⁸ Allan E. Cox. "A History of Sport in Canada", (Unpublished Doctoral Thesis, University of Alberta, 1969), p. 71.

¹⁹ Nancy Howell and Maxwell Howell. Sports and Games in Canadian Life, (Toronto: MacMillan of Canada, 1969), p. 43.

Hope."²⁰ Scores were quite low in most cases, which may not have always been the fault of the batsman. As Cox explained, referring to the 1878 Australian tour:

Throughout most of the period, either the bowlers out-classed the batsmen, or the wickets were poorly prepared. The latter case was probably a major reason for low scores... . The Australians did not say that the wicket was a good one (in Montreal) but they did say that it was not as rough as the Toronto wicket.²¹

Despite the condition of the wicket, the Canadian teams, as compared to the visiting English and Australian teams, were not up to the same standard. The tourists would play Canadian teams of twenty-two,²² still managing victory, indicating their superior skill, and also that the playing conditions in Canada, both climatic and playing field surfaces, were probably not as good as those in the other countries.

But this did not affect the private schools. Both Upper Canada College and Trinity College School took the game very seriously, practicing for many hours and generally assuring the success of the game for many years to come. In fact, by 1887 Upper Canada College took a major step in its support of cricket:

What may be properly termed the First Canadian Eleven visiting the "old country", was organized by the writer [G.G.S. Lindsey] in 1887. All who went were native Canadians, young men, the average age being less than twenty-three. Chosen from the Dominion at large they were a thoroughly representative eleven. The old college boys on the team were, A. Gillespie, W.J. Fleury, W.W. Jones,

²⁰ Dickson and Adam, op. cit., p. 268.

²¹ Cox, op. cit., p. 73.

²² Howell and Howell, op. cit., p. 85.

Dr. E.R. Ogden and G.G.S. Lindsey... . Ogden, had the best bowling analysis, and third average, 23.37 for 701 runs. He also made 133 against Hampshire, and 99 against Northumberland. W.J. Fleury's average was 17.17 for 206 runs; W.W. Jones got a good many wickets and 234 runs, with an average of 9.36 and Gillespie put up 392 runs for an average of 13.07, and took more than his share of wickets. His best scores were 54 against Ireland, 45 against Hampshire and 44 against Northumberland.²³

The team won half of the games played to a decision, and it is interesting to note that their scores were higher than most of those played at home, supporting the hypothesis that playing conditions, particularly wicket surfaces, were poor.²⁴

This first overseas tour of a Canadian team, in 1887, gained a large following from cricket fans in the major playing areas in Canada. To a private school boy, such an event would in all probability have been eagerly anticipated and keenly followed. But the years before this tour, had also seen times of fervent interest being focussed on the game. The 1872, tour of Captain Fitzgerald's 'Gentleman of England', for example, probably led to many incidents and feats of cricketing skill that the boys talked about and attempted to emulate. "Three immortals of the cricket world, Grace, Hornby and Ottaway, were in the latter team"²⁵ and such tourists with world-wide reputations must certainly have inspired the boys to great heights of cricketing endeavour.

Known as the cradle of cricket in Canada for many years, the Trinity

²³ Dickson and Adam, loc. cit.

²⁴ Cox, op. cit., p. 90.

²⁵ Howell and Howell, loc. cit.

College School boys, who played in the strong Port Hope league, provided very keen opposition, and typified the importance of the game to the young sportsmen of the time.

Once the school became established at Port Hope, cricket became the one important game. For a few years the more important matches were played on a fine green at Penryn Park until the school playing grounds were put in shape in 1878.²⁶

The boarding school offered many free hours for practice, and the efforts of the school team were always closely followed by the school as a whole. This was particularly the case, of course, with the match played each year against "the Toronto School."²⁷

By 1890, a tradition for private school cricketing enthusiasm had become well established. The game offered many attributes of value to such institutions, not the least of which were the traditions set up as boys arrived and several years later departed, benefiting from the atmosphere which demanded dedication and persistent effort toward a common goal. The enthusiasm for the game was not limited only to the school-boy, however, as Cox explained:

Ontario remained the bastion of cricket throughout the period (1868-1900) until lacrosse and baseball usurped its position in the nineties, nearly every town large enough to support a tavern had its cricket club. Toronto with its long established clubs of Upper Canada College, Toronto cricket club, the University of Toronto, and Trinity College, was the cricket heart of Canada. Ottawa, Hamilton, Kingston and Port Hope were also strong cricketing centres. Ottawa in particular produced many fine players.²⁸

²⁶ A.H. Humble. The School on the Hill - Trinity College School, 1865-1965, (Port Hope: Published by Trinity College School, 1965), p. 36.

²⁷ Ibid.

²⁸ Cox, op. cit., p. 87.

In April, 1892, the Canadian Cricket Association was formed.²⁹

Many teams were enjoying the game and many more were to follow them in future years. The 'social' game had ventured far in the sixty year period, heralded by the keen support given it at Upper Canada College. But to a young school, attempting to share in the spirit of the game, 1892 was indeed a difficult time. Bishop Ridley College, which opened in September, 1889, had attempted to establish a cricket tradition from its beginning. Practices were regular and the young staff keen. But the established schools, it seemed, were not interested in such underlying competition. As Principal Miller felt:

We have tried hard to secure a match with Upper Canada College, but they evidently do not think that Bishop Ridley College has prestige enough to risk their reputation in playing us. It is not sportsmenlike if they do feel they have cause for this action. Trinity College School has been more gracious... but the Trinity College School team demonstrated why the boys' school at Port Hope was known as the cradle of school cricket in Canada.³⁰

The result of the important match was a disaster for Ridley College. Losing by 101 runs, they also lost every other game for the season with the exception of one. The two older schools had built up a very high standard over the years and it appeared impossible to match this.

By 1896, Ridley lost again to Trinity College School. The game against Upper Canada, however, was slightly different. "Ridley's cricket spirits caught fire in 1896, and perhaps for the first time the whole

²⁹ Ibid., p. 92.

³⁰ Beattie, op. cit., pp. 92-93.

school became cricket conscious."³¹ The first innings gave Upper Canada College the lead of 92 runs, and in reply Ridley scored 86. Then, by surprise, Upper Canada, at 7:00 p.m. that evening, were dismissed for 35, having been 7 down for 8 at one point. The Ridley team were graciously given until 7:50 in order to come to a decision, and this they managed to do as Ridley triumphed with the reply of 7 wickets for 42 runs -- totals of 127 to 128.³²

After the shaky formative years, the three-school competition was well under-way by 1896. So, too, was the Canadian team, as great jubilation was expressed over the following comment by secretary J.E. Hall, at the annual meeting of the Canadian cricket association:

He congratulated the association on scoring the first victory over the United States since 1866, ... which indicated a change in the side of Canadian cricket. In that match he said J.W. Laing's bowling was unparalleled in Canada (7 for 21).³³

Reference, in addition to Laing who attended Upper Canada College, was made to the brilliant work of Wadsworth, (U.C.C.) Jacques and Saunders (T.C.S.).

As the end of the century approached, the private school teams were most popular throughout Ontario. Regular full reports of games were announced in the press, and in most cases the teams proved to be highly successful.

³¹ Ibid., p. 132.

³² Ibid., pp. 132-3.

³³ The Globe and Mail, Friday, April 17th, 1876, p. 8.

Bishop Ridley defeated Grimsby. In Grimsby yesterday Ridley College played the third match of their season, and for the first time in the history of the club, succeeded in defeating the oldest and best club in the district. (BRC 49 and 46 defeated Grimsby 37 and 40). The scores were low owing to the treacherous condition of the ground.³⁴

The reports of games had been a regular inclusion in the sporting section of the press, but sometimes the description was perhaps too accurate, as exemplified in this earlier brief coverage:

University of Trinity College Cricket Club versus Trinity College School (Port Hope). The school team left Port Hope on Friday night for the city and on Saturday at 10:30 a.m. a match with Trinity College was started... . The fielding was fair with the exception of Currie at wickets, who was well high useless.³⁵

Reported at the same time, however, the following quote glowingly described the standard of play. The readers doubtless felt more inspired than wicket-keeper Currie:

A scratch team was got together to play an afternoon practice match (Toronto C.C.) with the Upper Canada team on Saturday... . The college bowling and fielding was exceptionally strong, and showed to be a decided advantage against the weak team which was opposed to them.³⁶

By 1900, cricket was so widely played that Cox was able to explain that "Hundreds of teams from Halifax to Victoria and north to Dawson City were playing regular matches."³⁷ The season was quite extensive, with

³⁴ Ibid., Thursday, May 28th, 1896, p. 10.

³⁵ Ibid., Tuesday, June 4th, 1884, p. 8.

³⁶ Ibid.

³⁷ Cox, op. cit., p. 94.

twelve or more weeks of play, together with many hours spent on the 'Dray', travelling to the opposition's club house. But the atmosphere of the game was well in keeping with an active Canadian society, which surrounded the private school world. The schools enjoyed the game because of its opportunity to provide the social occasion for the week when masters, old boys, parents and boys could mingle on the boundary. Ridley provided a good example:

There was a regular cricket festival at Ridley College today; three St. Albans teams came over to play on the college campus, and were accompanied by the Bishop of Toronto and a party of visitors, who were charmed with the great extent and beauty of the grounds. The day was perfect and the display of cricket excellent. The Bishops of Niagara and Toronto took luncheon at the college. [Senior game: Ridley defeated St. Albans 176 to 57; and in the seconds Ridley won 52 runs to a close 51 runs].³⁸

It is apparent that the sports played within the schools at this time, as well as afterwards, were very much the focal point of the school, in that parents had a reason to visit, and boys had a reason to want to play well. The annual Games were certainly not the only occasion on which parents attended the school. The survival of the institution relied heavily upon parental concern and sport was an accessible means of providing the appropriate social situation which could attract them.

Furthermore, as Humble clearly explained:

Cricket was seriously encouraged at Ridley from the first day because both the traditions of the game and the purpose of the school sought to foster the same fine boyhood attributes. Not the least of these was sportsmanlike conduct on and off the field. Cricket taught team spirit and unselfishness, an

³⁸ The Globe and Mail, Monday, June 25th, 1900, p. 10.

instinct to play hard and never let the side down,
but it also instilled an instinctive refusal to win
unfairly.³⁹

The sentiment expressed was, of course, not new. Awareness of the moral and character development of the boy had been a characteristic of the British Public School education which was verbalised and made a conscious objective from the early years of the nineteenth century. With the popularity of the sport within Canadian society at the beginning of the twentieth century, together with a high respect within the private school for British tradition, cricket had attained a very firm footing. This factor was then openly expressed by the four predominant Ontario private schools in the decision to form a school cricket competition, based first on true ideals of sportsmanship and second, on the need all school boys have for the challenge to excel in a competitive atmosphere. So the Little Big Four cricket competition emerged to become an event of provincial importance followed quite closely by the press, and given a position of high status within the schools themselves. Over the years, to win the Little Big Four championship was indeed a cherished and honorable distinction.

June of 1902 marked the beginning of the championship. The young St. Andrew's school, lacking the cricketing tradition of the other schools, nevertheless made the championship possible by its mere existence. They lost to the other three schools; Ridley defeated Trinity College School, but Upper Canada College reigned supreme, defeating all

³⁹ Beattie, op. cit., p. 47.

three.⁴⁰ The years ahead were typified by runs of success where one particular school would produce a strong team, whose members would graduate and the school would then fade into the background of the defeated. The following list of L.B.F. champions indicates these successions of school supremacy.

TABLE 1

WINNERS OF THE L.B.F. CRICKET CHAMPIONSHIP

1902	TCS/UCC	1912	UCC	1921	RIDLEY
1903	UCC	1913	RIDLEY	1922	RIDLEY
1904	TCS	1914	RIDLEY	1923	RIDLEY/STA
1905	UCC/TCS	1915	RIDLEY	1924	UCC
1906	UCC/TCS/STA	1916	RIDLEY	1925	RIDLEY
1907	TCS	1917	RIDLEY	1926	UCC
1908	TCS	1918	TCS	1927	TCS
1909	TCS	1919	RIDLEY	1928	RIDLEY
1910	UCC	1920	RIDLEY/TCS	1929	STA/RIDLEY
1911	RIDLEY			1930	RIDLEY

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Ridley College undoubtedly took the honours in the cricket world of the Little Big Four throughout the period. From the "invasion" of the first St. Andrew's teams onto the Ridley fields in 1902, with 1st, 2nd and 3rd Elevens, the record was not outstanding. But from 1911, throughout the war years, to 1922, Ridley managed nine championships, with only four losses in the thirty-six games played.⁴² Harry Griffith had returned in 1911 and taken on the school team. A fine tradition had been initiated by the Headmaster, Dr. Miller, from the first 1890 season which no doubt contributed to the high level of play. Trinity

⁴⁰ Ibid., p. 208.

⁴¹ Ibid., p. 1110 and Humble, op. cit., p. 279.

⁴² Beattie, op. cit., p. 423.

College School, "once the freely acknowledge home and incubator of Canadian school cricket",⁴³ could no longer claim this title. The twenty year span during which Ridley matured into a firmly established school was a notable period in its cricket history. The population at the school was now predominantly Canadian, as the British and American sons had found other schools. But the Canadian background of the boys at this time favored baseball rather than cricket.

The Canadian new boys were arriving with some familiarity with tennis, with actual knowledge of baseball but none of cricket. They had been playing baseball in their public schools or on a corner lot at home, and some of them had expected to play baseball at Ridley but not cricket.⁴⁴

It was within the school, then, and not beyond it that most boys developed their skill. Cricket was still quite popular by 1914, but undoubtedly, the "action" in baseball was attracting its advocates very rapidly.

In the summer of 1912, Mr. G.H. Gooderham sponsored a Canadian tour, which was quite extensive, taking in Ottawa and Montreal and some American states. This was continued for many years, both during and after the war. A description of the 1920 July tour read as follows:

Ridley unbeaten in five games. Youthful cricketers complete tour by defeating Toronto 138 to 129. The Ridley College cricket club concluded their winning tour yesterday by beating Toronto by 138 runs to 129. Their success was due in no small measure to their brilliant work in the field and their high class bowlers... .

⁴³ Ibid., p. 300.

⁴⁴ Ibid.

The team comprised C.R. Somerville [the great Sandy Somerville], J. Bright, A.R. Williams, C.J. Barr, A.R. Glass, C. Cliff, E.C. Johnson, C.A. Hyde, T. Bright, I. McWhinney, and R. Johnston.

The results of the games played:

Ridley	(123)	v	R.C.M.P., Ottawa	(97)
Ridley	(104)	v	Ottawa C.C.	(71)
Ridley	(135)	v	Westmount C.C.	(72)
Ridley	(112)	v	McGill Univ.	(108)
Ridley	(138)	v	Toronto C.C.	(129). ⁴⁵

The 1915 team proved their supremacy in the L.B.F., defeating T.C.S. 61 to 50, St. A. by an innings and 17 runs and U.C.C. 74 and 6 for 75. In the latter game, Ridley managed 210 runs, but for only 7 wickets. By 1916, four teams were playing regularly and the following year need was felt for a cricket Professional -- "Uncle" Tom Coburn.⁴⁶ In 1918 Trinity College School proved victors, and in 1920 they shared the honours with Ridley.

In 1914, a young junior school boy "Sandy" Somerville arrived at Ridley. From the earliest time, he exhibited great potential.

Everytime he has gone to the wickets he has... strengthened the promise of one day becoming a really first class bat. When we remember that this is his first season, we must all congratulate him on his deserved success.⁴⁷

By 1920 he was captain of the school team. In that year he took 6 wickets for 16 against Upper Canada College and in June of 1921 he scored

⁴⁵ The Globe and Mail, Tuesday, July 6th, 1920, p. 17.

⁴⁶ Beattie, op. cit., p. 337.

⁴⁷ Ibid., p. 300.

212 runs not out against the Hamilton Club, a score surpassed only by George Lyon, who made 237 not out.⁴⁸ The 1921 season was a brilliant effort. His batting average was 55.2, bowling average 4.04, he scored 62 runs against Trinity College School and 104 not out against Upper Canada. Later to become a champion professional golfer,⁴⁹ Sandy Somerville was an outstanding school boy sportsman -- cricketer, footballer and hockey player.

Throughout the twenty-eight years under discussion Ridley won or shared fifteen championships, Trinity College School ten, Upper Canada College nine and St. Andrew's three. Regardless of the previous success, each school maintained considerable enthusiasm and optimism. St. Andrew's, although unable to win a championship single-handed, shared the honour three times, in 1906, 1923 and 1929. The 1929 season was concluded on a memorable note for St. Andrew's, but as the following explained, they were not a strong cricketing school:

They had achieved at long last a split championship with Ridley in 1923, which was as close as they had come to the elusive honour since 1906 when they had won another split championship. That was the total pay for St. Andrew's for 28 seasons of cricket endeavour which speaks of the school's great difficulty in sustaining cricket interest and of a most laudable earnest persistence. Their three rival schools sincerely appreciated the courage of St. Andrew's cricketers who fought so vainly year after year with never a word of excuse or complaint.⁵⁰

Yet in the final game of the 1929 season, playing Ridley College,

⁴⁸ Ibid., p. 385.

⁴⁹ Howell and Howell, op. cit., p. 253.

⁵⁰ Beattie, op. cit., p. 511.

an incident occurred where a Ridley batsman, Seagram, had been given out on an l.b.w. decision. The rules of cricket however, do not permit the dismissal of a batsman for a leg-before-wicket offense, if the ball first hits the bat and is deflected onto the pads. This the ball had done, according to the St. Andrew's captain Grant who refused to allow the batsman to be dismissed. The decision was changed, Seagram went on to score 53 runs, and Ridley won the match, thus sharing the championship with the St. Andrew's team.⁵¹

Upper Canada College maintained a consistent standard of play throughout the years as the success in nine championships was evenly distributed in time, with only four of these being shared. One of the main features of the school's cricket schedule, however, was the annual match played against the past pupils. This, no doubt, had a marked bearing on the consistency of performance, as a tradition was thus maintained which was some sixty years old at the commencement of the L.B.F. matches. An early report of a game listed some great names in Canadian cricket:

The following will make up the eleven old boys to play the present pupils at Upper Canada College in the match today:

Old Boys; G.G.S. Lindsey (Capt.), J.C. Grace, W.R. Wadsworth, Dr. Harold Parsons, Dr. Arthur Small, H. Loreaborough, John Wright, J.D. Mortimer, R. Parmenter, J. Laing and Arthur A. Boemen.

Present Boys; M.D. Leslie, G.B. Reynolds, G.F. Strethy, M.B. Bonnell, E.C. Morrison, W.W. Wright, M.W.M. Allen, H.E. Beattie, L.F. MacKid, C.F. Constantine, and H.W. Peacock.

The Old Boys won 94 to 57.⁵²

⁵¹ Ibid., pp. 511-12.

⁵² The Globe and Mail, Saturday, June 16th, 1900, p. 10.

Next to Ridley, Trinity College School were a top cricketing force, particularly in the early years of the championship, winning in six of the first seven years. It seemed unfortunate that colours for cricket were not instituted until 1909.⁵³ Nevertheless, the game offered its own reward, particularly as the season was so extensive. An announcement in the press reported the following games.

Trinity College School fixture. Trinity College School cricket club of Port Hope has arranged these games:

May 21st	Lindsey CC in Lindsey
May 24th	Toronto CC in Port Hope
May 28th	Toronto Uni. in Toronto
June 2nd	St. Andrew's in Port Hope
June 4th	Lindsey CC in Port Hope
June 10th	Bishop Ridley College in Toronto
June 15th	Toronto Uni. in Port Hope
June 22nd	Upper Canada College in Port Hope
June 23rd	Old Boys in Port Hope.

The following matches have also been arranged for the second eleven:

June 3rd	Lindsey CC v Seconds eleven in Port Hope
June 11th	Lindsey CC v Seconds eleven in Lindsey. ⁵⁴

In 1922, the Trinity College School cricketers received welcome encouragement when Mr. Norman Seagram took a team to England.⁵⁵ Although this was a representative team, the T.C.S. players of the previous years, who had played some outstanding games, received a generous number of places. These old boys included Norman Seagram (90-93), Dyce Saunders (T.C.S. Secretary, Captain of 1878 team), Perry Anderson (94-95), Stuart

⁵³ A.H. Humble. The School on the Hill - Trinity College School 1865-1965, (Port Hope: Published by Trinity College School, 1965), p. 62.

⁵⁴ The Globe and Mail, Tuesday, May 5th, 1904, p. 6.

⁵⁵ Humble, op. cit., p. 77.

Sanders (97-99), Marvin Rathbun (94-01), Tom Seagram (03-06) and Selwyn Harper (16-18). In reply to the Canadian gesture, an English team toured Canada the following year.⁵⁶

By 1922 the prospect of an International touring team was something of a novelty. Canadians were no longer interested in the staid, oft-times monotonous, game of cricket. The hot summers could be better spent swimming or driving or at least avoiding the mid-summer sun. The huge following devoted to the game in the early 1890's was not to be witnessed after the war.

As Howell and Howell saw the decline, an important factor was lengthened, school holidays.

The importance of cricket in the college world was undermined when the university year was shortened from the end of June to the middle of May.⁵⁷

This occurred quite early in the new century and did have a marked effect on reporting of cricket in the press. But this did not effect the private school interest. If any evidence is needed to prove the fact that cricket was of functional value in fostering manly qualities, the decline in the game's popularity still did not deter the masters in charge. The Little Big Four was a self-sufficient competition and cricket was an ideal game for the schools, despite the national disregard.

By 1905, the game was still popular, particularly with the defeat over the United States in Toronto.⁵⁸ Three years later the Ontario

⁵⁶ Ibid.

⁵⁷ Howell and Howell, op. cit., p. 286.

⁵⁸ Kevin G. Jones. Sport in Canada - 1900 to 1920, (Unpublished Ph.D. Thesis, University of Alberta, 1970).

Cricket Association was formed to foster enthusiasm but: "It was apparent that other sports such as baseball were having their effect on the game's popularity."⁵⁹

The years immediately preceding the First World War saw an upsurge of enthusiasm. Ridley was just beginning her winning era and, as Jones considered:

Cricket appeared to regain its popularity, with Canada forcing a draw from the United States in the 1911 International game played in Toronto. Organized leagues in the major cities reported increased numbers of teams competing - Halifax had eight clubs, Quebec - eight, Montreal - eleven, Calgary - six, Edmonton - four and Toronto and Winnipeg had about thirty clubs in each city.

The next three years (1912-1914) were probably the most successful in Canada's twentieth century cricket history.⁶⁰

In 1912, an Australian touring team passed through Canada, a New York team defeated Ottawa and in 1913 A. Diamond's visiting Australian contingent played some 31 games.⁶¹ Obviously, these matches promoted interest among the boys and offered examples of batting and bowling techniques to be closely followed.

Post-war support diminished in most parts of Canada. Many grounds were used by the intruding baseballers, and as was the fate of lacrosse, cricket lost its earlier prominence. But this was of little real importance to the L.B.F. school-boy cricketers. As late as 1932, the game was still 'holding its own'. Colin F. Whiting described Ridley College's proud day that year:

⁵⁹ Ibid., p. 84.

⁶⁰ Ibid., p. 86.

⁶¹ Ibid., p. 88.

This day was a red letter day in the annals of Ridley cricket history, as not only was it the first occasion on which a single school has pitted its strength against an Australian team, but the opposition shown was by far the stiffest the Australians had encountered during their tour.⁶²

The date was July 5th, 1932, and a draw resulted with Ridley 9 for 251 declared and Australia 1 for 186. On this occasion a Ridley old boy, Clarke Bell, proved his brilliance with a three hour stand of 109 runs, not out.

Despite the maintenance of a tradition, when cricket retained its respectful followers within the schools, the boys did not continue to play after leaving school. The private school tradition was strong, but the influence of this upon the boys' cricket enthusiasm obviously waned. As Whiting stated:

The number of ex-private school boys who have been assimilated into clubs after they have left school has been tragically few down the years.⁶³

This would tend to indicate the more dominant influence of the popular sports. Nevertheless, cricket had been a unique feature of the private schools, and over the years it performed the function of building manly character, in true British tradition.

Included in the following list are the players who achieved the highest standing within their school, and many continued on to greater

⁶² Colin F. Whiting. Cricket in Eastern Canada, (Montreal: Colmur Co., 1964), p. 91.

⁶³ Ibid.

fame afterwards. Many have been referred to within the context of the discussion, yet all were outstanding. It is most difficult to select the 'best' as so many players not listed could conceivably have been recorded also.

Upper Canada College: George Anthony Barber, F.W. Barron, John Kent, Ben Parsons, John Beverly Robinson, J.O. Heward, T.D. Phillips, J. Bruner, R.K. Hope, J.B. Laing, G.G.S. Lindsey, A.G. Gillespie, E.R. Ogden and W.J. Fleury.

Trinity College School: Peter Perry, H.J.H. Petry, C.J. Logan, Fred Pellatt, N.H. Cooper, Dyce Saunders, Marvine Rathbun, Selwyn Harper, Norman Seagram, and Tom Seagram.

Ridley College: Alex MacKenzie, Casey (F.W.) Baldwin, Archie Mix, Sandy (C.L.) Somerville, Murray Snyder, George Cliff, Clarke Bell, Bill Bell, and Phil Seagram.

St. Andrew's College: George McLean and Rolph Grant.

Football

By 1860 rugby football was being played in many British public schools, largely as a result of masters at the Rugby school receiving appointments to other schools, and so introducing the game. One of the best descriptions of a game at that time, and certainly earlier, is found in Thomas Hughes' Tom Brown's School Days, published in April, 1857. The top school house-team, the "Big Side", is vividly depicted, playing "the whole of the school at football."⁶⁴

Now is your time, Tom. The blood of the Browns is up and the two run in together, and throw themselves on the ball, under the very feet of the advancing column; the praeposter on his hands and knees arching his back, and Tom all along on his face. Over them topple the leaders of the rush, shooting over the back of the

⁶⁴ Thomas Hughes. Tom Brown's School Days, (London: W. Foulsham and Co., Ltd., 1963), p. 34.

praeposter, but falling flat on Tom, and knocking all the wind out of his small carcass.⁶⁵

The diffusion of the game into Canada was largely due to those immigrants who had been educated in the public schools, organizing teams and imparting the skills of the game in their newly adopted home. By 1876, the boys at Upper Canada College were being introduced to it by a modern language master, Mr. Edward Furrer. The following year Mr. W.S. Jackson, educated at Rugby, arrived at the school and after coaching the boys in the new code, led them to defeats over the University of Toronto in 1877 and Trinity College in 1878, giving the team a name as being recognized as one of the "crack" aggregations of Toronto,⁶⁶ playing matches successfully with the senior clubs of the time. No doubt the boys enjoyed the fiery game as much as Tom Brown, experiencing the same painful experiences as the young Rugby school-boy.

During the early years of the nineteenth century and prior to 1865, "a type of soccer-football, introduced very early in the country's settlements was being played."⁶⁷ This in all probability was the code of football played at Upper Canada College.

This game was played with an unlimited number of players on each side and the object was to kick the ball through goals marked at each end of the field... . The number of players and lack of any set positional play usually resulted in a mass of players fighting

⁶⁵ Kenneth Pelmeur. Rugby Football: An Anthology, (London: George Allen and Unwin Ltd., 1958), pp. 75-76.

⁶⁶ George Dickson and G. Mercer Adam. A History of Upper Canada College 1829-1892, (Toronto: Rowsell and Hutchison, 1893), p. 271.

⁶⁷ Allan E. Cox. "A History of Sport in Canada 1868-1900", (Unpublished Ph.D. Thesis, University of Alberta, 1969), p.94.

for possession of the round ball which could be kicked or batted with the hands, but not carried. Many matches lasted three or four hours without result.⁶⁸

By the 1870's rugby football was played, which had a rich heritage within its British background. It was most difficult at this time to differentiate between Association Football (soccer) and rugby football as reports of the game were mostly general statements referring to football -- without specific mention of the code.

Rugby football, as described in Tom Brown's School Days, was begun in 1823 when William Webb Ellis, a Rugby boy "... with a fine disregard for the rules of football as played in his time, first took the ball in his arms and ran with it..."⁶⁹ Rules were later codified by "Big-Side"⁷⁰ players at Rugby, in 1846. Fair play at that time was judged by two masters who, "it was hoped would be as tiger eyed as they conveniently can",⁷¹ yet the penalty of a half-crown-fine for each infringement still did not appear to limit the offences.

The game played at Rugby was based on three levels - the "Big-Sides", the "Counting belows" and the "Little sides",⁷² in each of which competition was organized throughout the season, based on a "knock out" series. Hundreds of boys, old and young, in the school house match,

⁶⁸ Ibid., pp. 94-95.

⁶⁹ J.B. Hope Simpson. Rugby Since Arnold, (New York: St. Martins Press, 1967), p. 151.

⁷⁰ Ibid., p. 247.

⁷¹ Ibid.

⁷² Ibid., p. 248.

would chase the ball, with few limitations in boundaries, rules of play, or methods of tackling. The intrinsic value in the game, from the standpoint of the masters, however, was that the boys were actively engaged in a healthy activity for long periods of time, giving vent to the manly qualities which were being earnestly shaped: ...as endless as are boy's characters, so are their ways of facing or not facing a scrimmage at football.⁷³

Following the initial development in the British public school, rugby then became a part of the Oxford and Cambridge sports program and, by 1871, after a meeting of some twenty club representatives in the "Old Pall Mall Restaurant, Charing Cross" the Rugby Union was formed.⁷⁴ It was those players, who, being a part of this development were to be responsible for its diffusion into the Canadian sporting scene when some migrated to the thriving young country in the late 1860's. It first gained a hold in Montreal:

The first organized football club in Canada was the Montreal Football Club, formed in 1868. In the early years their chief rival was a team of officers from her majesty's regiment which was stationed in Montreal. In 1873 the Montreal Football Club offered a challenge cup for football competition.⁷⁵

Three years before the game was played at Upper Canada College, and only two years following the formation of the Rugby Union in England,

⁷³ Pelmeear, op. cit., p. 70.

⁷⁴ Ibid., p. 79.

⁷⁵ Nancy Howell and Maxwell L. Howell. Sports and Games in Canadian Life - 1700 to the Present, (Toronto: MacMillan of Canada, 1969), pp. 77-78.

the McGill University team played two games against Harvard, in May, 1874. The first game Harvard won, under their rules, but the next day, the Canadian (English) rules were employed, resulting in a scoreless tie, partly due to the McGill team being unable to handle the round American ball, having lost their own on the morning of the game.⁷⁶

By 1877, the English Rugby Union rules were introduced at the University of Toronto, but after some years, due to the American influence, the scrum was abolished and a three man scrumage was introduced, leading to a more open game. This change in formation immediately favoured one of the teams, different to the English scrum which had the ball thrown into the players.

In the Canadian game it was put into play (i.e. heeled out) by one of the three-man scrimmagers (usually the centre man) in a positive direction to a player of his own side. This revision of the rules as to possession was by far the most radical change ever introduced into Canadian football and eventually was responsible for the almost complete evolution of the game away from its original English rugger background.⁷⁷

This change then meant that possession of the ball was an integral factor which, although most important in the English game, meant 'everything',⁷⁸ in the new Canadian system. By the late 1870's this change was emerging and by 1882 it had been incorporated.

The year 1882 saw the formation of the Canadian Rugby Union,⁷⁹ and

⁷⁶ T.A. Reed. The Blue and White, (Toronto: The University of Toronto Press, 1944), p. 80.

⁷⁷ Ibid., p. 81.

⁷⁸ Ibid.

⁷⁹ Frank Cosentino. Canadian Football - The Grey Cup Years, (Toronto: The Musson Book Company, 1969), p. 14.

January, 1883, the Ontario Rugby Football Union.⁸⁰ Fourteen years later, in 1897, the Canadian Inter-Collegiate Rugby Union was formed.⁸¹ The next year, however, the severe defeats of the Varsity team and the Ottawa College team by the Ottawa Football Club led to the withdrawal of the C.I.R.U. until 1905.⁸²

At this point, the Ridley College football team made a major contribution to Canadian football. An ex Upper Canada College boy, Thrift (J.T.M.) Burnside, had drawn up a new set of rules and, in 1899, in order to test them, a game between the Varsity team and the Ridley team was played, Varsity winning 18-6.⁸³ Burnside had felt the need for new rules for the Inter-faculty competition for the Mulock Cup, and the Ridley coach, Biddy Barr, was in strong agreement with him. In the United States at the time "The American flying-mass play saw blockers preceding the ball, which was held in the midst of a mass of players..."⁸⁴ and this facet of the game led to many injuries. In order to understand what the Ridley boys played on this occasion, the Burnside rules were as follows:

1. Reduction of team from fourteen to twelve men.
2. Adoption of the snap back system.
3. Offensive team required to make ten yards on three downs.
4. Offensive team to have six men on the line of scrimmage.
5. Quarterback on receiving the ball from the snap back may buck the line.

⁸⁰ Ibid.

⁸¹ Ibid., p. 16.

⁸² Ibid.

⁸³ Kim Beattie. Ridley - The Story of a School, (St. Catharines: Published by Ridley College, 1963), p. 180.

⁸⁴ Ibid., p. 181.

6. All goals from the field, whether by placement, drop kick, free kick from penalty or mark, to count two points.
7. On all kicks, opponents to stay ten yards from kicker.
8. Throw in from touch abolished, and ball to be brought out at right angle to touch line.
9. The present rules of the C.R.U. be made to conform with the above changes.⁸⁵

The attempt to modify the rules, however, was not at all successful. In fact, by 1907 there were four different interpretations of the rules. As Reed said: "In Toronto for instance three senior unions might on successive Saturdays demonstrate three different interpretations of what were ostensibly the same rules."⁸⁶ It was not until 1921 that the three-man scrimmage was abandoned in favour of the snap-back, and the two side scrimmagers were dropped, being considered redundant.⁸⁷ Hence Burnside's efforts were at least partially recognized. By 1934, the C.I.A.U. decided to accept the C.R.U. rules and so the rule problem was overcome.⁸⁸

The effect of the rules controversy was not beyond the world of the private school. The rough play evident in American football did have some influence over the Canadian game, as Burnside had become so well aware. But even by 1896, the private school Headmasters were concerned:

The Headmasters of Upper Canada College, Trinity College School, Ridley College, have decided to appoint extra special umpires to the inter-school contests in football,

⁸⁵ Cosentino, op. cit., p. 17.

⁸⁶ Reed, op. cit., p. 83.

⁸⁷ Ibid.

⁸⁸ Ibid.

for the purpose of repressing undue roughness.⁸⁹

A master from each of the schools was to "remain in company outside the touch line"⁹⁰ and as one of five directives stated, referring to these masters, "they shall take note of any attempt at brutality or undue roughness, and with or without warning, suspend any offending player."⁹¹

It is believed that the Ridley College team "Pioneered in a new style of Canadian Rugby" -- "They were the first team in Canada to use a complete code of number signals."⁹² The new style was an American influence which 'Thrift' Burnside had requested the school try. The effect this had on the game was seen in the speed with which the players moved from their set positions; concentrated effort to move on the signal added a new and exciting touch to the game, which the parents of the boys no doubt appreciated.

By 1903, the rules problems, together with the concern at the "un-scholarly"⁹³ bull-like play, led to an inevitable controversy. It was then considered that if the rules could not control the game, English rugger should be played.⁹⁴ Upper Canada College was so much in favour of this that it circularized the other schools to gain their support. Ridley College was strongly in favour of Canadian rugby football, and

⁸⁹ Beattie, op. cit., p. 154.

⁹⁰ Ibid.

⁹¹ Ibid., p. 155.

⁹² Ibid.

⁹³ Ibid., p. 181.

⁹⁴ Ibid., p. 216.

the other schools were quite neutral, hence Upper Canada's efforts were in vain and the Canadian game continued, using the Ontario rules.

British influence had been an integral factor in the development of Rugby in Canada. This influence, too, was evident in the private schools, where masters promoting the game were trained in its skills prior to leaving England. Two masters, W.S. Jackson of Upper Canada College and J.R. Montizambert of Trinity College School are two examples. As the game developed, competition between the schools slowly emerged. The first game between Upper Canada College and Trinity College School was in 1883, but due to a "free fight"⁹⁵ it was not resumed until 1891, the first year games between these two schools and Ridley College were conducted.

By 1900, with the newly-formed yet ill-prepared St. Andrew's College team participating, the Little Big Four competition began, with Upper Canada College proving itself the superior school. There was a vast range in team standards during this first year. Upper Canada College defeated Ridley 14-0, yet Ridley defeated Trinity College School 35-0 and St. Andrew's 50-0.⁹⁶

One of the features of the Little Big Four football competitions was the loyal support given by old boys of the school. Each game would be eagerly viewed by literally hundreds of old boys, who took the victory or defeat as seriously as the boys themselves. The great interest in football at the provincial level gave it an identity which permeated

⁹⁵ A.H. Humble. The School on the Hill - Trinity College School, 1865-1965, (Port Hope: Published by Trinity College School, 1965), p. 38.

⁹⁶ Beattie, op. cit., p. 1166.

the schools, adding interest due to rule changes, the use of signals and the emergence of various styles of play. The schools seemed susceptible to these influences, just as they had in earlier years, with the influence of the British game and its rich heritage emanating from Rugby school.

It is interesting to note, also, that evidence of an increasing American influence is observable at this time. The structure of the schools' organization -- Prefects, Houses, Residences and the classical curriculum, which paralleled the British public schools, would always remain, but the boys' interests in the contemporary sporting scene would keep abreast with the latest trends.

Participation in the game, by the time of the formation of the Little Big Four Football championship, had been rapidly increasing. Numerous district teams in newly-formed leagues were forming a broad foundation for the provincial and national union. By 1896, the game was well founded as an integral part of the Toronto sporting scene.

In all, 405 long haired youths comprising 27 clubs, will chase the flying pig skin during the football season which is almost upon us. This is a material increase over last year when only 21 clubs mustered out when the chrysanthemum bloomed, and a couple of them only survived the first game.⁹⁷

At this time, also, interest was being taken in the private school games, as some of the future 'stars' of the province were trained in their teams. The 1896 game between two of the schools was announced, together with the respective teams, "The Bishop Ridley and Upper Canada College football teams will play their annual game on the latter ground

⁹⁷ The Globe and Mail, Toronto, Tuesday, September 22, 1896, p. 8.

at 10:30 sharp today."⁹⁸ The prestige of the schools no doubt benefited to some extent from this publicity, particularly if Old Boys gained places on the then powerful Varsity side. The following report exemplified this:

Varsity's two outside scrimmages played with U.C.C. last year. They are Fred Rutter and Boyd. Their work on Saturday stamps them as being easily as good as any scrimmage players in the business⁹⁹ and further, Russell Button, captain of the U.C.C. team gave promise of developing into a first class half-back. He is very fast and a splendid punt. The college should make a good showing this year.¹⁰⁰

Later in the same year, the strength of the private school teams had attracted sufficient attention to warrant the following comment: "The advisability of forming a junior series in connection with the union was deliberated upon at length."¹⁰¹ The teams considered for this were Upper Canada College, Ridley College, Trinity College School, Royal Military College Seconds, Ottawa Collegiate Seconds, McGill University Thirds, and Bishops College, Lennoxville. Throughout the period, the competitions between the Little Big Four were well published, with regular announcements of when games were to be played and significant details as to the progress of the teams.

Unlike the cricket championships, the football champions were evenly distributed over the thirty years. At no stage did one particular

⁹⁸ Ibid., Saturday, October 24th, 1896, p. 26.

⁹⁹ Ibid., Friday, October 23rd, 1900, p. 10.

¹⁰⁰ Ibid., Thursday, October 11th, 1900, p. 10.

¹⁰¹ Ibid., Saturday, November 17th, 1900, p. 26.

team dominate to the extent Ridley was able to in cricket. This, no doubt, is attributable to the inherent difference between the training required for the respective games. A football tradition is difficult to attain due to the variability in the element of chance, whereby freak wins can occur, yet in cricket, the previous years of training can account for the stability in results for several years at a time. The oft-feared "collapse" of the batting team is inevitable, yet not as frequent in a well-trained team, as the "run of bad luck" in a previously successful football team failing to get the run of the ball in one game, for little obvious reason.

TABLE II

WINNERS OF THE L.B.F. FOOTBALL CHAMPIONSHIP

1900	U.C.C.	1909	ST. A.	1918	INFUENZA	1927	RIDLEY
1901	U.C.C.	1910	T.C.S.	1919	RIDLEY	1928	POLIO
1902	U.C.C.	1911	T.C.S.	1920	U.C.C.	1929	RIDLEY
1903	RIDLEY	1912	RIDLEY	1921	ST. A.	1930	RID/T.C.S.
1904	U.C.C.	1913	ST. A.	1922	RIDLEY		
1905	RIDLEY	1914	ST. A.	1923	ST. A.		
1906	RIDLEY	1915	RID/ST. A.	1924	U.C.C.		
1907	ST. A.	1916	RIDLEY	1925	ST. A.		
1908	T.C.S.	1917	U.C.C.	1926	ST. A.		102

It seemed that a team would retain a championship for two years but then fade, having to rebuild again.

Referring to the composition of the Trinity College teams, whereby the background experience of the players was from a wide array of schools, the following report exemplified the role the schools played in the gradual development of football.

¹⁰² Humble, op. cit., p. 299 and Beattie, op. cit., pp. 1166-7.

One of the rugby games that are now a fixture is the annual match between Trinity University and Upper Canada College. It is generally the first game of the season, and it is often an experiment. New men must be tried and sometimes new rules. In Saturday's game on Upper Canada College grounds these two conditions were combined and both the men and the rules seem to have stood the test.

Trinity University has a cosmopolitan team... . Even the Canadians themselves are a heterogeneous lot. There are representatives from U.C.C., Ridley, Highfield, Woodstock College and St. Andrew's. Naturally they all know something about rugby and with two or three exceptions they were in fair condition.¹⁰³

The background training the boys received from their respective schools was becoming quite apparent at this time, and many became well known sporting identities. Both football and cricket were the major sports, and a distinct emphasis was placed on these sports by the school administrators because of the favourable publicity they gave to the school.

One of Ridley College's most outstanding sportsmen, Casey F.W. Baldwin, graduated from the school in 1900. He had been captain of the cricket team, football captain, an outstanding hockey player and a winner of many events in his final school "Games".¹⁰⁴ When he arrived at the University of Toronto, he immediately made an impression as an outstanding freshman footballer. By 1905, he was captain, under the coaching of his 'old coach' Biddy Barr, "and Baldwin's strong generalship won out"¹⁰⁵ when the team defeated the Ottawa Rough Riders for the

¹⁰³ Ibid., Monday, October 3rd, 1904, p. 10.

¹⁰⁴ Beattie, op. cit., p. 192.

¹⁰⁵ Reed, op. cit., p. 101.

Dominion championship. By 1908, the old Ridleyian had made a permanent mark in Canadian history, by creating world headlines. The Toronto Star of March 13, 1908, gave this report:

The famous Varsity football player, Casey Baldwin, is now figuring in a new role. Yesterday at Hammondsport, N.Y., Casey, who is the engineer in charge of construction, appointed by the Aerial Experiment Association, sailed professor (Alexander Graham) Bell's new aerodrome [sic] the Redwing, over Lake Keuka, a distance of 319 feet, at the rate of 25 to 30 miles per hour.

This is declared to be the first successful public flight of a heavier-than-air machine in America.¹⁰⁶

A visit to the home of the inventor of the telephone, in 1906, had triggered off Baldwin's enthusiasm and thus resulted in him being the first Canadian and British subject to fly.¹⁰⁷ But from the time the Globe and Mail, Toronto, announced "Baldwin, the Ridley College halfback is a candidate for a place on Varsity's fifteen this season"¹⁰⁸ he had started off on a famous career as sportsman and aviator.

From 1907 to 1910, another Ridley old boy, Harry Griffith, made a name for himself in Canadian football when he became Varsity coach. The 1909 season was of particular importance as the team he coached defeated the Ottawa Rough Riders before a crowd of 11,000 to a victory of 31 to 7, winning the first Earl Grey Cup.¹⁰⁹ Returning to Ridley in 1911, Griffith still maintained his association with the Varsity team over the years

¹⁰⁶ Beattie, op. cit., p. 272.

¹⁰⁷ Ibid., p. 273.

¹⁰⁸ The Globe and Mail, Toronto, Tuesday, September 18, 1900, p. 10.

¹⁰⁹ Reed, op. cit., p. 103.

ahead. By 1912 he was still respected for his efforts.

Coach Griffith gave the Varsity boys a talk at half-time and they started out in the third quarter like a cyclone... . Seven thousand people, including 1500 from Montreal and about 500 from Toronto witnessed the big game, which was fought out in a field that had a thin coating of snow over it.¹¹⁰

His football knowledge and experience were to be a marked feature of the many Ridley teams he coached, and the numerous champions he encouraged. Throughout the period, one of the most popular events of the football season was the past versus present students game. Hundreds of supporters associated with the school would join the school for the day, and often a dinner would be conducted in the evening. A report of 1920 read:

The graduates came out on the long end of the 16 to 14 score in the thirteenth Upper Canada College versus Old Boys game played on Saturday morning on the college grounds. At half time the college was leading by 8 to 5 in the last half, however, the "grads" came through with enough points to win the game.¹¹¹

Some twenty years earlier, the Ridley College teams had been enjoying the opposition from the old boys. It appeared that the games were not merely a social occasion, as much spirit was involved. To win the old-boys game, from a very early time, was a mark of achievement. The importance of the game, once again, was the opportunity it afforded the school to maintain support from its past students, some of whom were regular donors to the many building schemes and foundations organized

¹¹⁰ Ibid., Monday, November 18th, 1912, p. 12.

¹¹¹ Ibid., Monday, October 18th, 1920, p. 19.

at various times. The 1900 game, however, was a good example of the publicity received.

On Saturday the annual games between the old boys and present boys of Ridley took place at St. Catharines on the school grounds. ...After the game a dinner was given to the old boys, at the school, and a very enjoyable evening was had.¹¹²

Unlike cricket, where a decline in popularity occurred following the war years, football continually experienced an increase in popularity. The enthusiasm for the game within the private schools paralleled this growth, and as the boys returned for each fall term, great interest was shown in just how the team would make out in that season. The combined influence of old boy interest, together with public support for the game in general, gave it a status of considerable importance.

By 1912, a wide range of teams in numerous leagues were playing the game and the Little Big Four was a recognized part of this, as exemplified by the following announcement for one particular Saturday:

Football Games Today:

Inter Collegiate Senior:

McGill University at Queens University

Intermediate:

Varsity Seconds at McMaster

Inter Provincial:

Argonauts at Ottawa

Hamilton at Montreal

O.R.F.U. Senior:

Toronto R. and A.A. at Hamilton Alerts

Junior:

Central Y.M.C.A. at St. Michaels

Little Big Four:

Ridley College at Upper Canada College.¹¹³

¹¹² Ibid., Monday, November 20th, 1900, p. 10.

¹¹³ Ibid., Saturday, November 12th, 1912, p. 26.

By the 1920's, the Little Big Four was still an integral part of the football scene, particularly as so many college boys had entered the successful Varsity sides over the years. It appeared that sufficient interest was shown in the league to announce its annual fixture:

The schedule of the Little Big Four football is as follows: October 25th, Trinity College School at St. Andrew's; Upper Canada College at Ridley College: November 1st, Ridley College at St. Andrew's College; Upper Canada College at Trinity College School: November 8th, St. Andrew's College at Upper Canada College; Trinity College School at Ridley, in Toronto.¹¹⁴

Although the Little Big Four championships were popular both within the school and the surrounding community, the gradual increase in popularity of football itself also affected the organization of the game within the school. English rugby was a game requiring great courage and the "manly quality" of putting the team before the individual, in being able to combine with team mates, "backing up" and avoiding passes to team mates in strategically more dangerous positions than oneself. Canadian football, however, had grown slightly away from this, as the control with which plays were made limited the "combining" aspect of the game, being superseded by straightout blocking to enable the backs to break through with the ball, which no doubt called for great courage also. This, however, became very complicated toward the end of the period. Criticism was being directed toward the over technical limitation on free movement -- plays which were no longer spontaneous, but pre-planned:

More serious was the criticism levelled at the complexity of the game that required more and more

¹¹⁴ Ibid., Friday, September 26th, 1924, p. 8.

sessions at the blackboard as players were drilled in theories and techniques they could not possibly assimilate by practice alone.¹¹⁵

A further problem was related to uniforms. To equip a rugby team was a minimal charge, the most expensive items being the sweaters and boots. As time passed, helmet, padding, uniforms, all made the Canadian game most expensive, but for a limited number of boys. It seemed that regardless of expense, however, the love for the game was so great that when minds were turned to a reversal in the form of rugger, the Canadians' deep love for his own unique game shone through to offset the administrator's pleas.

Throughout the period the initial trend was for control of the American influence in the form of line-bucking and scrimmage pile ups by the adoption of off-side rules and many others.¹¹⁶ Then features such as the drop kick, so popular in the early twenties, the heeling of the ball from the scrimmage, even the fourteen man team, were to change, particularly by the early thirties. By 1931, the whole complexion of the game changed, due to the spectacular features introduced by the forward pass.¹¹⁷ But these changes were still not as influential as the decision of the early eighties to heel the ball back from the scrimmage rather than roll the ball between both teams as was the case with the parent game of rugby.

¹¹⁵ Humble, op. cit., p. 129.

¹¹⁶ Beattie, op. cit., p. 317.

¹¹⁷ Reed, op. cit., p. 83.

In view of the trends emerging in the game, and the "professional influences", by the moments of the most heated controversy, the private schools looked to their past heritage of "character training" and "fair play." The heading in a press report read "Will use intercollegiate code with three modifications",¹¹⁸ meaning that the rules would be adapted to the needs of the school situation and not those of professional teams:

Prep schools alter their "grid" rules - will use inter-collegiate code with three modifications.

In connection with the Little Big football season a meeting of representatives of the four schools was held. It was definitely decided that next season they would play under the rules of the Inter collegiate football union with the following provisions:

1. That fourteen men shall play on a side in place of twelve, the two extra men to be used on the line.
2. That the present rule of the schools that eight men shall be on the line of scrimmage when the ball is put into play will continue to be in force.
3. In as much as fourteen players will start the game, there will be no substitutes allowed except in case of injury.¹¹⁹

The meeting deciding the rule enforcements was conducted in February of 1928, a time when the concern as to the very nature of the game and its influence on the boys as an educational instrument was at a peak. The interesting feature of the decisions was, of course, the 'no substitute' rule. To benefit from the game, in the true rugby tradition, the boys were to be active throughout the time period of the game. The prospect of a few minutes "off" was far beyond the comprehension

¹¹⁸ The Globe and Mail, Toronto, Thursday, February 9th, 1928, p. 1

¹¹⁹ Ibid.

of the coaches, who were still living in a football tradition harking back to the British public school, although their vision and acceptance of the contemporary scene were soon to be the dominant influences.

In a period of rapid social change due to a World War and the darkening shadow of a depression, one feature of the game did not change. This was the sheer enthusiasm and all-encompassing atmosphere of the inter-school football match:

U.C.C. team wins title in Little Big Four.
Upper Canada College defeated St. Andrew's College at the Upper Canada field yesterday afternoon in a kicking game by a score of 18 to 11 winning the Little Big Four title....

There was much feeling in the game. The two colleges are rivals of long standing and the old rivalry seems to be only intensified through time. The battle between the rooters of the two clubs was quite as keen as that of the teams on the field.¹²⁰

The champion players to emerge from the school were as follows:

Upper Canada College: Frank Keefer, A.Y. Scott, G. Gordon, Jack Counsell, Thrift (J.T.M.) Burnside, Biddy (A.F.) Barr, Russell Button, Fred Rutter, the Clarkson Brothers.

Trinity College School: S.S. Du Moulin, Peter Campbell, Jack Maynard, Dr. W.E. Tucker, George Laing, Styx MacCauley, H.L. Symons.

Ridley College: Harry C. Griffith, Casey (F.W.) Baldwin, Alex MacKenzie, Peter Haveson, S.C. and A.C. Snively, Moon (R.C.) Lee, Laddie (H.) Cassals.

St. Andrew's: Ned Winstanley, Herbie Allen, Dutch Bollard, Alan Ramsey, Bob Grass, Dr. "Monty" Montgomery, Dudley Ross, "Pep" Paisley.

As was the case with the selection of the outstanding cricket players, considerable difficulty was experienced in selecting the top

¹²⁰ The Globe and Mail, Saturday, November 8th, 1924, p. 10.

players fairly. The above names, however, were chosen on the basis of press reports, school histories and personal correspondence with the Old Boys of the schools.

SUMMARY

The Little Big Four Championship was quite unique in its organization, as no formally administered committees were engaged in planning games from year to year. Headmasters of the schools corresponded annually to arrange the games. Cricket and Canadian football were the only sports contested up to 1930, the cricket championship beginning in 1902 and football in 1900.

Although cricket declined in popularity following the first world war, the private schools continued to devote time and enthusiasm to the game. Ridley College proved to be the most outstanding school, yet over the years all four schools shared their moments of victory.

As the rules of Canadian football became better established it became evident that the schools were to contribute to the game's ultimate codification, but as time passed and professionalization emerged, an effort was made to adapt rules more in keeping with the needs of a school-boy.

A distinct feature of the competition, particularly in the expanding Canadian game, was the emphasis placed on the character development of the boy. The masters, such as Geldard of Trinity College School and Griffith of Ridley College made great effort to ensure the interpretation of rules and the very atmosphere under which the sports were played, were in keeping with the basic Christian principles of the schools.

CHAPTER IX

CONCLUSIONS AND RECOMMENDATIONS

By the close of the nineteenth century the four private schools had been founded -- Upper Canada College in 1830, Trinity College School in 1865, Ridley College in 1889 and St. Andrew's College in 1899. By 1930, it would be accurate to state that all four were firmly established, and could be defined, to a large degree, as total institutions:

...where a large number of like-situated individuals cut off from the wider society for an appreciable period of time, together lead an enclosed, formally administered round of life.¹

Developments within Canadian society, at the beginning of the one hundred year period under study (1930-1930), emanate from an essentially rural colonial background. At this time, opposition to a ruling élite which supported the Anglican Church to the relative exclusion of other denominations, had led to a period of intense social conflict. By 1840, this unrest had diminished, and other denominations were given freedom to organize their own institutions and, as a consequence, the colony was free to work its way toward nationhood. Education in Upper Canada, at this time, was beginning its attempt to achieve maturity. In 1844 the Rev. Egerton Ryerson became Superintendent of Education, a position he held until 1876, which marked the end of a career largely responsible for the development of public education in Ontario.

Many changes had been witnessed within Canadian society by the end

¹ Irving Goffman. Asylums, (Garden City: Anchor, 1963), cited in Weinberg, The English Public Schools, (New York: Atherton Press, 1967), p. XVII.

of the nineteenth century, both industrial and social:

That people should do things was of more importance than that any form of life should be kept unchanged. The attitudes of Canadians, strongly influenced by the environment, became less attached to old world forms and more in sympathy with the world of action and with the views of people generally.²

Communications, motor transport, urban centralization, growth in commerce and manufacturing, all played their part in establishing a faster moving and more vigorous way of life. Education at this time was characterized by unprecedented public interest, and a realization of its true value in a world of rapid progress and enterprise. New sports were emerging and the well-established ones were either modified or waning in popularity. It was within this social background that the private schools were developing and being shaped by the diverse changes within society at large, despite their relative seclusion from the immediate social environment.

Firmly established from the beginning of the period, cricket retained a status of continued importance in the sports program of the schools. However, exemplifying the emergence of a Canadian culture was the development of Canadian sports: hockey in winter and football in the fall. These sports were vigorous, exciting to watch and, to the school-boy, even more exciting to play.

British influence on Canadian sport, and particularly the sport within the private schools under study, was a powerful one. This is evident from the major sports played -- cricket, rugby, soccer, track

² Charles E. Phillips. The Development of Education in Canada, (Toronto: W.J. Gage and Company Limited, 1957), p. 391.

and field athletics and tennis. As early as the year 1836, Upper Canada College had been a major instigator of cricket in Canada, ably supported by Trinity College School from the 1860's. Rugby football, first played in the schools by the 1880's, soon became a major fall game. The annual games, in which track and field events gained the enthusiastic support of the whole school, parents, friends and Old Boys, were a major event in the school year. The cross-country run and often the Hares and Hounds race were also popular events. English masters had introduced these sports into the schools, where they were subsequently fostered throughout the latter years of the nineteenth century.

As the new century evolved the Canadian sports, in particular hockey and football, displaced the British sports. It was quite natural that the Canadian boys were better able to identify their sporting interests with these new sports. This was because the age tended to be one of action, and the new sports offered opportunities for such action. It is an interesting question then, as to why cricket retained its position of respect and genuine school-boy support, despite the wane in the game's popularity within the community, following the first world war. The most acceptable reason for this was the inherent style of the game, which lent itself admirably to the aims of the school administrators.

As Norwood explained:

There is cricket, which is possible for everybody everywhere, hitherto the most valuable of all National [British] games. Its defects are obvious on the surface. It cuts up a great deal of time, occupies long afternoons and long days... . But on the other hand the art of cricket is very varied, and demands natural skill and long training. Cooperation is the whole spirit of a game, in which each player contributes his own special capacities. ...and it has added a new

conception of fairness and chivalry to the common stock of our national ideas. Since everybody English knows at once what is meant by such statements as "This is cricket" and "That is not cricket". Indeed its power over the national character can be gauged by the fact that no other game has contributed anything analagous to our moral concepts.³

Clearly, the game offered the residential system of the Canadian private schools a sporting background for the fulfilment of one major objective. This was to provide moral training and Christian teaching, preparatory to the achieving of university selection. This was a Canadian expression of muscular Christianity, which permeated the national games of hockey and football, as it had done with cricket, rugger and soccer.

The hypotheses advanced in this study appear to have been adequately substantiated.

1. It was hypothesized that the British influence exerted upon the sport and games played by the schools diminished due to the development of sports originating in Canada.

That the British influence diminished due to the development of sports originating in Canada, was not adequately proven during the course of this study, hence it must be taken as a basic assumption.

2. It was hypothesized that, despite the development of Canadian sports, the British attitude toward the value of team games, as expressed in the philosophy of athleticism and its Christian interpretation of muscular Christianity, was the dominant value the private schools placed on team games.

Evidence to support the hypothesis that the British attitude toward the

³ Cyril Norwood. The English Tradition of Education, (London: John Murray Limited, 1920), p. 102.

value of team games was the dominant value the schools under study placed in such games, was not conclusive. The evidence advanced in this study is only suggestive of such a value existing. Hence a study attempting to reveal contrary evidence is warranted. (See recommendations).

Norwood, who was Principal of Harrow School in the 1920's, expressed the ideals of the games evolving in England, which were adopted by the Canadian private schools, as follows:

I have said that I am speaking of the ideal, and what the schools have been striving for in the past fifty years is through games consciously to implant certain ideals of character and conduct. They are these, that a game is to be played for the game's sake, and that it matters not a button whether it is won or lost, so long as both sides play their best: that no unfair advantage of any sort can ever be taken, and that within those rules no mercy is to be expected, or accepted, or shown by either side: that the lesson to be learned by each individual is the subordination of self in order that he may render his best service as the member of a team in which he relies upon all the rest, and all the rest rely upon him: that finally, never on any account must he show the white feather. If games can be played in that spirit, they are a magnificent preparation for life, if at the same time they can be kept in their proper place, and not disturb the true values.⁴

Playing for the game's sake, under conditions of fair-play in the attempt to develop self-reliance, aims of the British public schools, were also the aims of the Canadian private schools which have been studied.

There is one criterion of all boys' games which does not change. The introduction of new sports into the schools did bring changes, adapting the style of play to a more vigorous society. Regardless of

⁴ Norwood, op. cit., p. 108.

this, however, that earnest quality of a school-boy, known as school-boy intensity, remained unaltered.

As Beattie said:

...reflecting the truth that everything is all steep mountain tops or deep pits with a school-boy; he feels things with such intensity that all is high drama or tragedy, with nothing that matters much in between.⁵

Recommendations

Four areas are recommended for further study, on the basis of the research conducted in this thesis:

1. A continuation of the present study, embracing the private schools of the Canadian West Coast.
2. Biographical studies of the school careers of some of Canada's finest sportsmen in both the independent and public school systems.
3. A study of sport and social class -- the effect of increased affluence on the sports and games of Canadian society.
4. Residential Education and its influence on sport and games.
5. A study attempting to reveal evidence which would support a contrary hypothesis to the second hypothesis in this study.

⁵ Kim Beattie. Ridley - The Story of a School, (St. Catharines: Published by Ridley College, 1963), p. 95.

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